FORT WAYNE COMMUNITY SCHOOLS

School Improvement Planning

2020-21

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Introduction

FWCS is a "Learning System." In learning systems:

- All educators commit to **continuous learning** and to applying that learning to their own and others' performance.
- Individuals understand their role in and responsibility for helping the District achieve its **vision**, **mission**, **goals** and **objectives.**
- Educators at every level share responsibility for student and adult learning, dedicate themselves to **continuous improvement**, use **data** to drive decisions and monitor and adjust their practices based on **feedback**. Hirsh, S., Psencik, K. & Brown, F. (2014). *Becoming a Learning System.*

Within FWCS these attributes of a learning system are demonstrated through our District's school and department improvement processes.

School Improvement Planning within FWCS is focused on raising student achievement by utilizing a cycle of continuous improvement that:

- Provides opportunities for **all children** to **meet challenging state academic standards**.
- Uses methods and instructional strategies that **strengthen the school's academic program**, **increase** the amount and quality of **learning time** and provide **an enriched, accelerated and well-rounded curriculum**.
- Addresses the needs of all children, particularly those at risk of not:
    - Reading at or above grade level
    - Being proficient on the state assessment
    - Being disciplined or suspended proportionally to their peers.

This document is intended to provide a roadmap for constructing a school improvement plan that will fulfill federal, state and District requirements. It has been organized to follow the nine steps of the FWCS Change Theory Process.

Part I

Introduction
The FWCS Change Theory Process
District Root Cause Analysis

- Step 1A

District SMART Goals 2020-21
FWCS Beliefs, Assumptions, Systems

Part II

SIP - Steps IB – 7

- Instructions
- Templates

Part III

SIP - Required Components

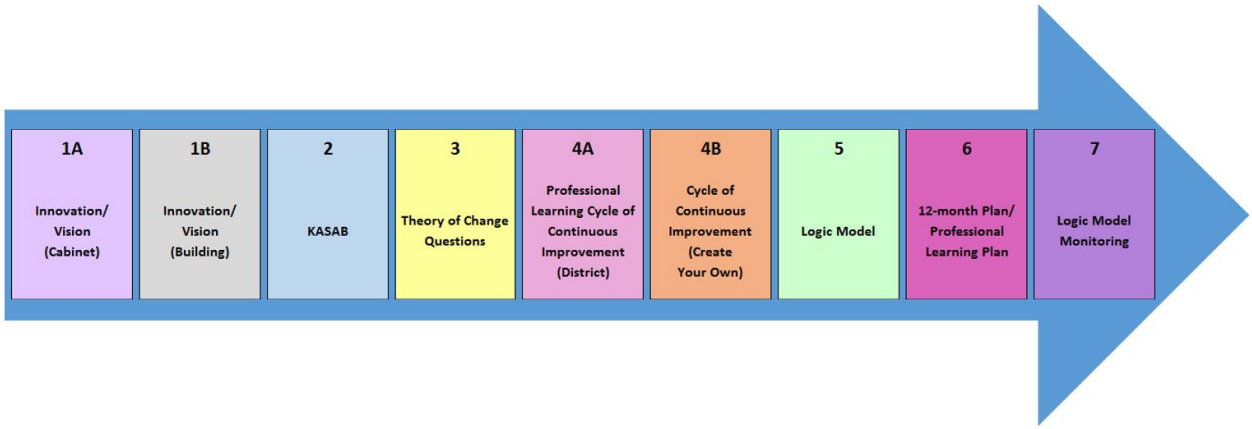
- State
- Title I

Part IV

Appendices

- FWCS Beliefs, Assumptions, Systems
- District Resources

The FWCS Change Theory Process



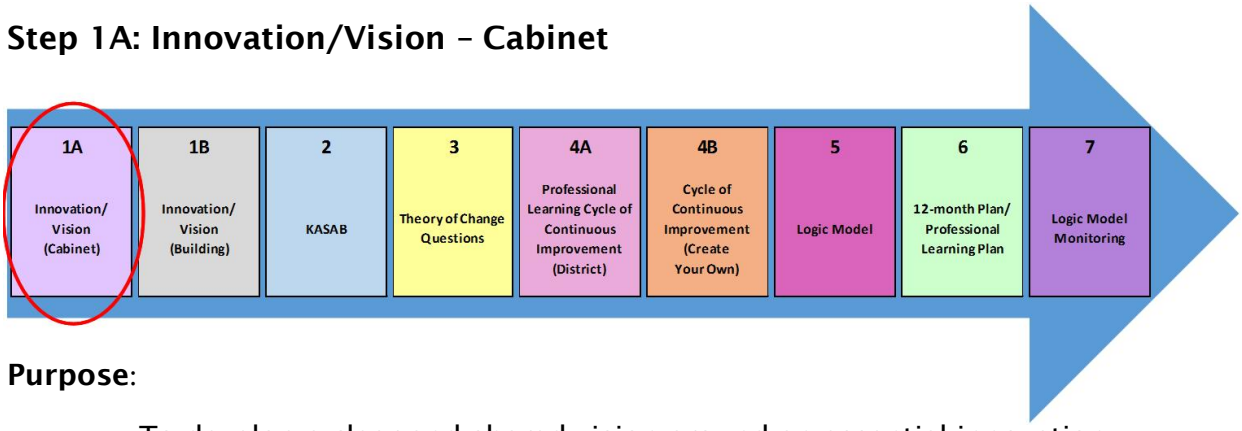
In an effort to meet the challenge of change, FWCS established a system in which all work is designed and implemented from a process with a clear vision and purpose that aligns to the **FWCS Mission: Educating all students to high standards**. The Theory of Change process is designed to instill a systemic design that engages stakeholders and establishes an outline for essential actions required for full implementation with fidelity.

The Change Theory ensures leadership articulates a clear vision and purpose for creating a sustainable culture that influences leadership effectiveness and student achievement. The template is designed to establish early and intermediate accomplishments that will set the stage for long-term results through the cycle of continuous improvement. The cycle instills a learning-focused system centered on knowledge, attitude, skills, aspirations, and behaviors. Hirsh, S., Crow, T. (2017). *Becoming a Learning Team*.

Monitoring the FWCS Change Theory through a cycle of continuous improvement will ensure all stakeholders at the building and district level engage in effective practices and experiences that yield **measurable results.**

District Root Cause Analysis

Step 1A: Innovation/Vision – Cabinet



Purpose:

To develop a clear and shared vision around an essential innovation.

Materials:

Chart Paper, markers, sticky notes.

Preparation:

Engage the vision team in study around the innovation (reading articles, observing classrooms, watching videos and PL opportunities).

Process:

1. Share with team the purpose of the session and the outcome expected.
2. Ask each team member to write on a post-it note individually, in one or two sentences, what the innovation really is.
3. Facilitate the team working together to synthesize what everyone said and come to agreement on one or two sentences that capture all the thinking.
4. Ask the team to follow the same procedure using sticky notes to identify the critical attributes of the innovation. (Again, not having any research to support the thinking might lead to a vision that is similar to what is currently in practice and getting the same results.)
5. Reflect on the work and create a plan to share feedback from all those impacted by the innovation.

District Focus Areas and Goals

1. 100% of students demonstrate ELA proficiency
2. 100% of students demonstrate Mathematics proficiency
3. 100% of students read at grade level
4. 100% of students demonstrate positive behavior

District Targets

Focus Area	Metric	2018-19 EOY Performance	Long-Term Target	2020-21 Target
English Language Arts	Percentage of Students Proficient	32.5%	76.5%	35.9%
English Language Arts	Percentage of Students Meeting their Conditional Growth Target(NWEA MAP Growth)	-	-	35%
Mathematics	Percentage of Students Proficient	26.9%	71.5%	30.6%
Mathematics	Percentage of Students Meeting their Conditional Growth Target(NWEA MAP Growth)	-	-	35%
Literacy	Percentage of All Students at Grade Level (NWEA MAP Fluency)	-	-	-
ELL Growth	Percentage of Students Achieving Growth >=0.2 Levels (WIDA)	54.4%	77.2%	59%
Positive Behavior Supports	Percentage of Students without a Referral	77.5%	88%	79.6%
Positive Behavior Supports	Total OSS Days	15,301	12,722	9,418(Only In-Person Students)
Attendance	Percentage of Model Attendees	60.7%	82.75%	65.1%

*When comparing to district benchmarks in Section 1B, schools must identify **level** averages (rather than district-wide averages displayed above).

FWCS Beliefs, Assumptions, Systems

In addition to data sources, the District has developed the following Beliefs, Assumptions and Systems to support the achievement of District Goals. You will also want to use these resources and integrate them into your goal setting process. Details and descriptions can be found in the Appendix.

1. Mission, Vision, Core Values
2. District Goals
3. FWCS Systems for Action
4. Moral Purpose / Triple P
5. FWCS Pyramid for Success
6. Vision for Learning / 21st Century Student Skills
7. Curriculum, Instruction, Assessment Matrix
8. FWCS Leadership Framework
9. FWCS Professional Learning Framework
10. FWCS Professional Learning System
11. Standards for Professional Learning
12. Cycle of Continuous Improvement for Educator Practices
13. Change Theory (Arrow)
14. Ron Edmond's quote

Part II

SIP - Steps IB – 7

- Instructions
- Templates

To be completed electronically
and submitted to the IDOE with Part III

Step 1B: Innovation/Vision – Building - Instructions

Data Reflection:

A. Begin by assessing your school's overall performance. Before completing the section below, examine your school's SIP profile, available in FWCS BI Reports. These dashboards are intended to provide aggregate performance in your building and among relevant subgroups with respect to overall FWCS SMART goals.

Focus Area	Metric	2020 EOY Performance (District- Level)	2019 EOY Performance (School)	2020 EOY Performance (School)
English Language Arts	Percentage of Students Proficient (ISTEP/ILEARN)	Elem: 33.5% Middle: 32.8% High: 29.9%	36.5%	N/A
English Language Arts	Percentage of Students Meeting their Conditional Growth Target(NWEA MAP Growth)	N/A	N/A	N/A
Mathematics	Percentage of Students Proficient (ISTEP/ILEARN)	Elem: 39.8% Middle: 28.6% High: 11.3%	43.3%	N/A
Mathematics	Percentage of Students Meeting their Conditional Growth Target(NWEA MAP Growth)	N/A	N/A	N/A
Literacy	Percentage of All Students at Grade Level (NWEA MAP Fluency)	N/A	N/A	N/A
ELL Performance	Percentage of Students Achieving Growth >=0.2 Levels (WIDA)	Elem: 67.1% Middle: 28.1% High: 36.5%	26.7%	31.6%
Positive Behavior Supports	Percentage of Students without a Disciplinary Referral	Elem: 83.3% Middle: 68.8% High: 71.0%	84.8%	88.9%
Positive Behavior Supports	Total OSS Days	Elem: 4,541 Middle: 4,510 High: 5455	84	60
Attendance	Percentage of Model Attendees	Elem: 63% Middle: 58.9% High: 53.2%	51.9%	58%

With your QIT, use your SIP school profile to answer the following questions:

B. For each focus area and SIP target, identify your school's baseline performance, long-term goal, and target for the 2019-20 school year.

Data Reflection
• How did overall school performance change in the prior school year? Over the previous years? Dibels – we grew 2.9% over last year ILEARN – we went down in both ELA and MA, but this time we were a little bit stronger in MA and not as strong in ELA. Last year we were pretty close in both, though a little higher in ELA. ELL – we went down in our growth performance by just over 10% Behavior – We saw slight improvement in both the number of students without a referral, as well as a reduction in the number of days of OSS
• How does performance compare to District benchmarks? We were lower than the district as a whole in ILEARN for both ELA and MA. We were higher than the district in percentage of students at grade level in Dibels. We were lower than the district in growth for our ELL population We matched up pretty close to even with the district in the number of students without referrals.
• How does performance vary across demographic subgroups, and how does this compare to subgroup averages across your level in the District? Our African American population is still significantly lower than our other ethnic groups in their level of achievement. This seems to line up with the trend in the district. Male and Female students are evenly matched in ELA achievement, but in MA achievement the Male population scored significantly higher. The district is different than our data in that the ELA achievement is lower among the Male population, however they trend the same as we do with Males being higher in MA achievement. ELL students are pretty evenly matched in ELA achievement, but in math the Non-ELL population scored approximately 8% higher. In the district both MA and ELA are about 6% higher among the Non-ELL population.

- How does performance vary across grade levels, and how may this help action plans for the upcoming school year?

In 2018 3rd grade scored significantly lower in ELA than 4th and 5th Grade. In 2019 3rd grade scored significantly higher in ELA than 4th and 5th grade.
For the past 2 years 3rd grade has scored the highest of the 3 grade levelsin MA, with 4th scoring second highest each year and 5th grade scoring lowest each year.
Our greatest struggle seems to be with 5th grade achievement performance, both in ELA and MA.
Our school seems to perform better in MA overall.
We need to determine where we struggle with maintaining performance as students pass on to a higher grade level. How do we keep that gap from growing each year?

- Where are your school's greatest strengths in performance? Where are the greatest challenges and focus areas for the upcoming school year?
  Our greatest strength is in Math. This year we have one teacher at each grade level piloting new math curriculum, and one teacher following the scope and sequence and Go Math curriculum. It will be interesting to see how that effects our grade level achievements in this area.

Our greatest challenge seems to be in ELA if you look at ILEARN data. We do believe that the student's lack of being in real text last year had an effect on student achievement. We are hopeful that in adding more of this back in to the revised curriculum will be helpful. Our focus this year is on Reciprocal Teaching.

Focus Area	Metric	2018-19 EOY Performance (School)(Due to Covid)	Long Term Goal (2022-23)	2020-21 Target
English Language Arts	Percentage of Students Proficient (ISTEP/ILEARN)	36.5%	68.2%	42.8%
English Language Arts	Percentage of Students Meeting their Conditional Growth Target(NWEA MAP Growth)	N/A	N/A	35%
Mathematics	Percentage of Students Proficient (ISTEP/ILEARN)	43.3%	71.6%	49%
Mathematics	Percentage of Students Meeting their Conditional Growth Target(NWEA MAP Growth)	N/A	N/A	35%
Literacy	Percentage of All Students at Grade Level K-2(NWEA MAP Fluency)	N/A	N/A	N/A
ELL Performance (19-20)	Percentage of Students Achieving Growth >=0.2 Levels	26.7%	70%	70%
Discipline - All Students	Percentage of Students without a Referral	84.8%	92.4%	86.3%
Discipline - All Students	Total OSS Days (In Person Students Only)	84	63	80
Attendance	Percentage of Model Attendees	51.9%	76%	56.7%

Step 1B – Target Setting Guidance

Due to the shortened in person school year last year please use data from 18-19 for English Language Arts/Math Proficiency, Discipline, and Attendance when setting your 2020-21 targets. Use 19-20 data for Ell Performance.

Persistent Attendee: Students with attendance rates of 96% or above, as reported to Indiana. This category includes both excused and unexcused absences, but does not include suspension days.
Improved Attendee: Any student whose attendance rate improves 3 percentage points or more from the previous school year.
Model Attendee: Any student who qualifies as a persistent or improved attendee.

For proficiency and proficiency-like metrics, long-term and 2018-19 targets will be set with the goal of cutting non-proficiency in half by 2022-23, and making equivalent progress in each year in-between. As an example:

A school has an ELA proficiency rate of 54% in 2017-18. (Baseline year)

Long-term target
Non-proficiency: 100%-54%=46%
46%/2 = 23%
23% + 54% = **77%**

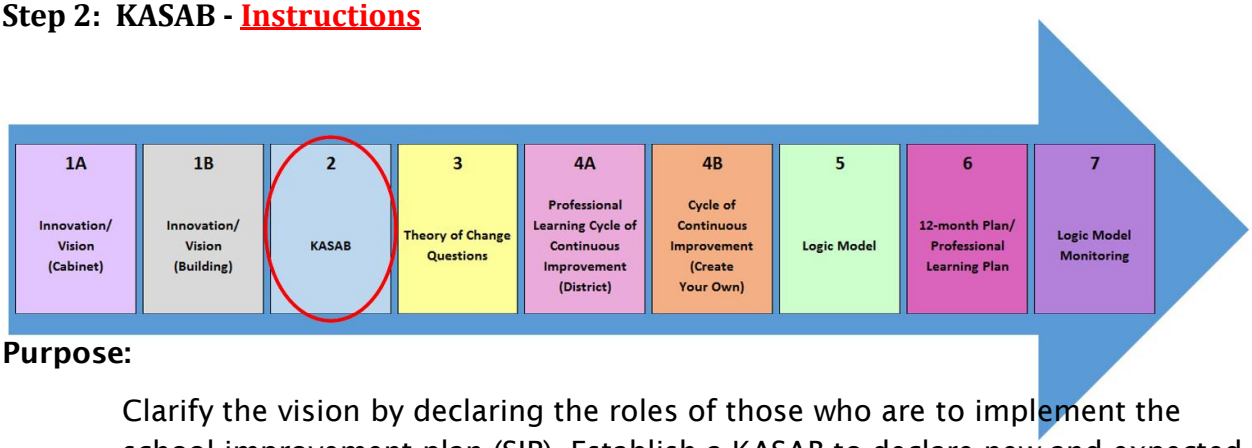
2018-19 Target
23%/5 years=4.6%
4.6% + 54% = **58.6%**
Metrics where targets can be set using this formula include:

• English Language Arts - Percentage of Students Proficient
• Mathematics- Percentage of Students Proficient
• Literacy- Percentage of All Students at Grade Level
• Percentage of Students without a Referral
• Percentage of Model Attendees

For other metrics, district-wide targets are established as follows:

Metric	Long-Term Target	2018-19 Target
ELA - Percentage of Students Achieving High Growth	45%	45%
Math- Percentage of Students Achieving High Growth	45%	45%
WIDA- % of Students Growing 0.5 Levels	Elementary: 70% Secondary: 35%	Elementary: 70% Secondary: 35%
Total OSS	25% Reduction from 2017-18	5% Reduction From 2017-18

Step 2: KASAB - Instructions



Purpose:

Clarify the vision by declaring the roles of those who are to implement the school improvement plan (SIP). Establish a KASAB to declare new and expected knowledge, attitudes, skills, aspirations, and behaviors essential to achieve the goals.

Materials:

- Sticky notes
- Chart paper
- Markers
- Pen and pencil

Preparation:

- Ensure everyone participating knows the process and purpose of a KASAB

Process:

1. Clarify the purpose of a KASAB. (A KASAB helps a team understand what shifts in adult practice are essential for the team to fully achieve its moral purpose or the goals of any SIP.)
2. Ask team members to work in small groups and to define the changes in Knowledge, Attitudes, Skills, Aspirations, and Behaviors that will result from the professional learning essential to achieve the SIP.
3. Facilitate the conversations to ensure precise language is used. (Knowledge, Attitudes, Skills, Aspirations, and Behaviors)
4. Ensure everyone who is impacted by the SIP provides input into the KASAB and begins to see what they need to understand and learn well.

   Identify stakeholders: for example, interventionists, administrators, teachers, support staff, students, managers, directors, external support, etc.

	Students	
Knowledge Conceptual understanding of information, theories, principles, and research	• Clear consistent expectations • 6 C's of Deep Learning • School success = world success • College minded/interpersonal skills/vocational skills	
Attitudes Beliefs about the value of particular information or strategies	• Confidence (obtainable goal) • Perseverance • Readers, thinkers, problem solvers • Understanding/Empathy	
Skills Strategies and processes to apply knowledge	• Infer/deep thinking • Compare/contrast • Basic number sense • Vocabulary • Accuracy • Technology (zoom, navigating LMS, Kami, etc)	• Basic computation • Fluency • Stamina • Conflict resolution strategies • Brain Based Strategies
Aspirations Desires, or internal motivation, to engage in a particular practice	• Please teacher • At or above "normal" • Work towards goal/incentive • Keep people safe and help them learn • Successfully communicate	
Behaviors Consistent application of knowledge and skills	• Kids helping/teaching/collaborating (Leadership) • Questioning/talking about reading/math • Higher vocabulary usage in general • Asking questions to clarify misunderstandings	

	Teachers
Knowledge Conceptual understanding of information, theories, principles, and research	• How to collaborate in COVID times • FWCS Curriculum • Math Scope and Sequence • New data (NWEA-MAP reading, math, ORF) • Technology resources (how to use, how to teach students how to use) • Best practices in communicating with parents (remote/in-person)
Attitudes Beliefs about the value of particular information or strategies	• Flexibility • Do what you need to, instead of what you've always done • Willing to ask for help, you don't know it all • Relentless • Trust the Process • I can help students regulate • Patience • Perseverance
Skills Strategies and processes to apply knowledge	• Deciding on beneficial data and how to read it and use it to inform instruction • Creating common assessments • Forming flexible small groups • Reflection • Effective use of support staff • Creating collaborative communities • Learning new technology (Zoom, Loom, Screencastify, Kami, Google Docs, PearDeck, etc.) • Strong communication skills (offer multiple ways: email, phone, zoom, etc.)
Aspirations Desires, or internal motivation, to engage in a particular practice	• See changes/what you're doing is making a difference • Celebrating the accomplishments • Getting better at our practice, becoming more precise • Helping students through their struggles, academic and behavioral • Time management, multitasking • Strong communication with peers, parents, and students • Use technology to deliver high quality instruction

Behaviors Consistent application of knowledge and skills	• Meeting to go over data and reflecting on what it is telling you and how it can guide your instruction • Formal collaborations with instructional coach and principal • Learning from each other, shared ideas • Cross grade level collaboration • Implementing new curriculum with fidelity • Supporting one another in mindfulness, neuroscience • Using our LMS teach and guide learners. • Use of technology to teach whole/small group

	Other (coaches, intervention, administrative assistant, support staff)
Knowledge Conceptual understanding of information, theories, principles, and research	• The specific gaps that student have, both remote and in-person students • Noting strategies that have been used and whether they have been effective • Team approach to addressing student needs • What technology support teachers need • Resources to streamline virtual instruction • Supporting in-person and remote students in a Covid world
Attitudes Beliefs about the value of particular information or strategies	• Be relentless in finding ways to push through learning barriers (keep trying new strategies) • Accept reality and be willing to make changes where needed • Part of the team, part of our success • Perseverance • Patience and understanding • Empathy
Skills Strategies and processes to apply knowledge	• Collaborating with teachers from a support perspective • Training opportunities for support staff • Brain Based Strategies • Regulation Techniques
Aspirations Desires, or internal motivation, to engage in a particular practice	• Collaborative environment between teachers and support staff • Common language and purpose • Learn about technology and how to use it
Behaviors Consistent application of knowledge and skills	• Formal collaborations with general education teachers and support staff • Learning from each other, visiting classrooms to see how things work • Meeting to go over data and reflecting on what it is telling you and how it can guide your instruction • Accountable talk through difficult circumstances

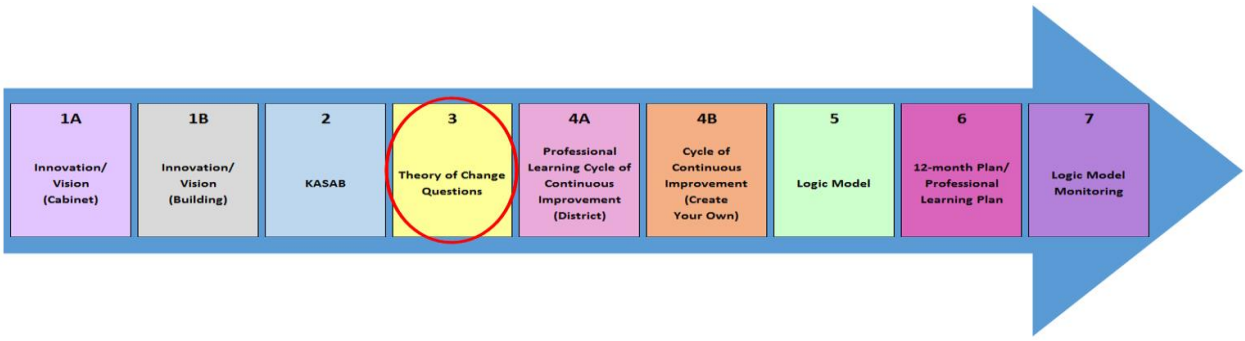
	School Administrators
Knowledge Conceptual understanding of information, theories, principles, and research	• Fostering Collaborative Communities in a Covid World • Scaffolding Student Support both in-person and remote • Remote Learning Best Practices • Staff, Student and Family Wellbeing
Attitudes Beliefs about the value of particular information or strategies	• Value of Shared Leadership • Respect for In-Person and Remote Teacher's Need for Time • Relentless in Accountability towards goals and expectations • Flexible • Growth Mindset for all
Skills Strategies and processes to apply knowledge	• Coaching • Crucial Conversations • Relevant Focus Feedbacks and Evaluations • NWEA Data disaggregation • Reflection
Aspirations Desires, or internal motivation, to engage in a particular practice	• Improving Leadership skills • Celebrating successes • High poverty, but High Performing School • Part of a TEAM of educators with unified purpose • Regulating adults as well as students
Behaviors Consistent application of knowledge and skills	• Frequent visits to classrooms, evaluative and non-evaluative • Celebrating small and big accomplishments in the school • Continued Collaboration with other Principals • Attending and actively engaged in grade level collaboration and data meetings • PL based on current data • Modeling Regulation and Wellbeing strategies

	Parents
Knowledge Conceptual understanding of information, theories, principles, and research	• Connecting with Remote Learning Parents • Understanding how to help students focus in a remote setting • Setting up a Remote Learning Environment • Supporting In-Person Parents with Remote Learning • Wellbeing of Students and Families for In-Person and Remote
Attitudes Beliefs about the value of particular information or strategies	• Establish a healthy partnership with school • We are a team • We all want success for the child • Allow your child to learn and be independent • We can help regulate our child
Skills Strategies and processes to apply knowledge	• Where to find information to help their child • Teacher provided resources • Conflict resolution skills • Brain Based Strategies for Regulation
Aspirations Desires, or internal motivation, to engage in a particular practice	• Parents feel comfortable communicating with the school • Stay involved in all grades • Support Students in Remote Learning • Understand Remote Learning Expectations and Procedures • Care About/Understand the NWEA data and grades
Behaviors Consistent application of knowledge and skills	• Buy-in from parents/positive feedback • Check homework folders/backpacks • Check LMS page frequently • Proactive vs. reactive • Regulators not Disregulators

* The data from your KASAB may be used to write the required school narrative on the last page of Part III of the SIP. Add columns to the KASAB as needed.

Step 3: Theory of Change Questions - Instructions

Purpose:



Develop leaders' skills in establishing an effective theory of change to achieve goals established by their learning community. When working through a Theory of Change, team members consider barriers they will face when working toward full implementation of the SIP to achieve their goals. Analyze the change process essential to achieve the goals.

Materials:

Chart paper, markers sticky notes.

Preparation:

Engage the vision team in study around the SIP

Process:

1. State the team's expectations: Team members will establish a theory of change to achieve the goals they have set as an organization. Team members will develop a clear theory of change before making decisions about the actions they will take to achieve their goals.

2. Explain that a theory of change clarifies all building blocks required to achieve a long-term outcome. This set of connected building blocks establishes a path to success.

3. Ask participants to work in small teams to answer each Theory of Change Question. If team members require additional research before the questions can be answered effectively, ask them to conduct their research and come prepared to share.

4. Consider the questions one at a time. Once each participant has answered, ask each small team to come to agreement.
    a. Ask each team to share results with the whole group.
    b. Find common ideas and come to consensus as a whole group.
    c. Answer the second question in the same way and proceed until all questions are answered.
    d. Ask each team member to reflect on his or her work, share it with the larger community, and make revisions in answers based on the best thinking of everyone.
    e. Use the theory of change to establish a clearly articulated plan of action.
    f. Implement the plan and reflect on the progress regularly.

Theory of Change Questions:

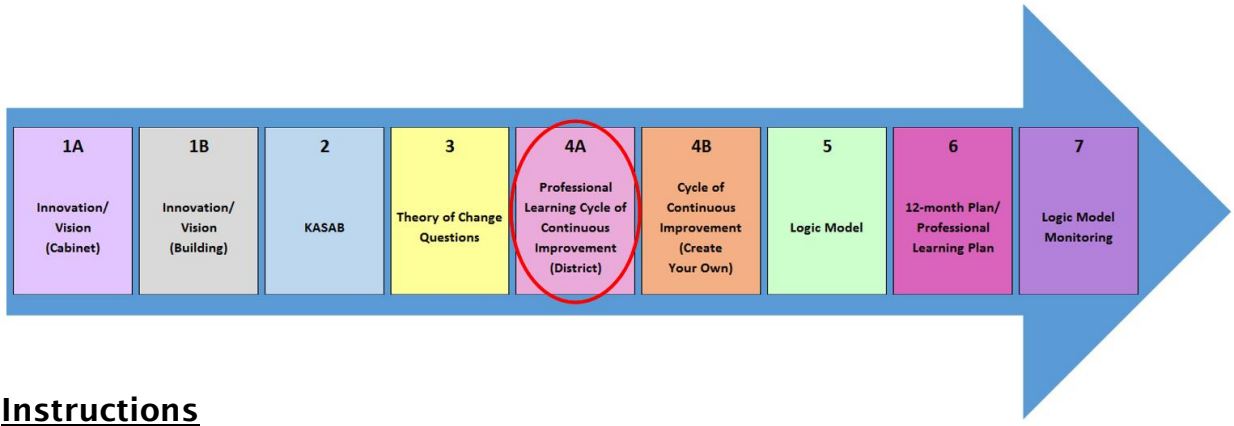
1. What is the current situation that we intend to impact?
2. What will it look like when we achieve the desired results?
3. What do we need to do to achieve that?
4. What behaviors need to change for that outcome to be achieved?
5. What knowledge or skills do people need before the behavior will change?
6. How will we measure our effectiveness?
7. How would we differentiate our work to meet their different needs?

Theory of Change Questions:	
1. What is the current situation that we intend to impact?	**Teachers, students and parents becoming experts at accessing and engaging in remote learning platforms using best practices**
2. What will it look like when we achieve the desired results?	**All stakeholders will engage in remote learning and show evidence of growth as a result of engaging in the learning.**
3. What do we need to do to achieve that?	**Increase skills in the LMS** **Consistently communicate expectations** **Increase skills in appropriate Technical platforms**
4. What behaviors need to change for that outcome to be achieved?	**Collaboration between Remote and In-Person teachers needs to increase** **Grade Levels need to make sure they are meeting mastery in grade level standards** **Communication between teachers and families and students needs to increase on all platforms**
5. What knowledge or skills do people need before the behavior will change?	**PowerSchool LMS** **Flipgrid, Screencastify, Loom, Zoom, Kami, PearDeck, Seesaw**
6. How will we measure our effectiveness?	**Teachers are frequently updating LMS pages** **Students are engaging in 5 hours of learning, checking in to Zoom's and handing in work.** **Parents are not frequently accessing the Help Desk, teacher emails, or calling in to the school**
7. How would we differentiate our work to meet their different needs?	**Schedule 1-1 meetings with parents and students who are struggling with the technology** **PL around technology for teachers** **Collaboration with just in-person teachers and collaboration with just remote teachers to meet their unique needs**

	Virtual meetings with parents to provide opportunities for technology use instruction

* The answers to your Theory of Change questions may be used to write the required school narrative on the last page of Part III of the SIP.

Step 4A: District Professional Learning Cycle of Continuous Improvement



Instructions

Purpose:

To ensure educators are developing the skills, attitudes, and behaviors essential for achieving the District goals of the innovation and to move through first and second order change effectively.

Materials:

The graphic of the cycle

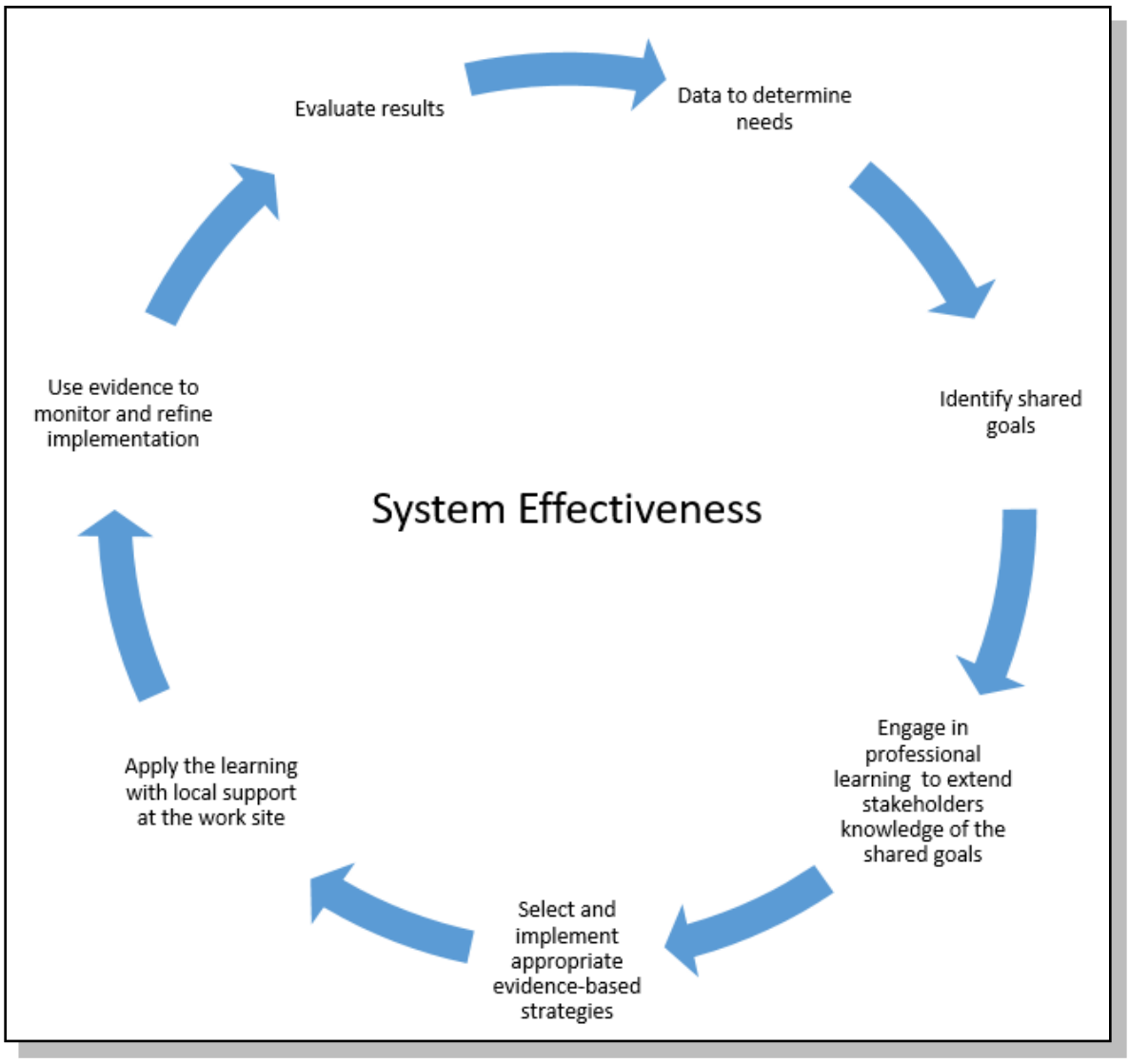
Preparation:

Review the Cycle of Continuous Improvement and bring evidence of where they believe their team is along the cycle.

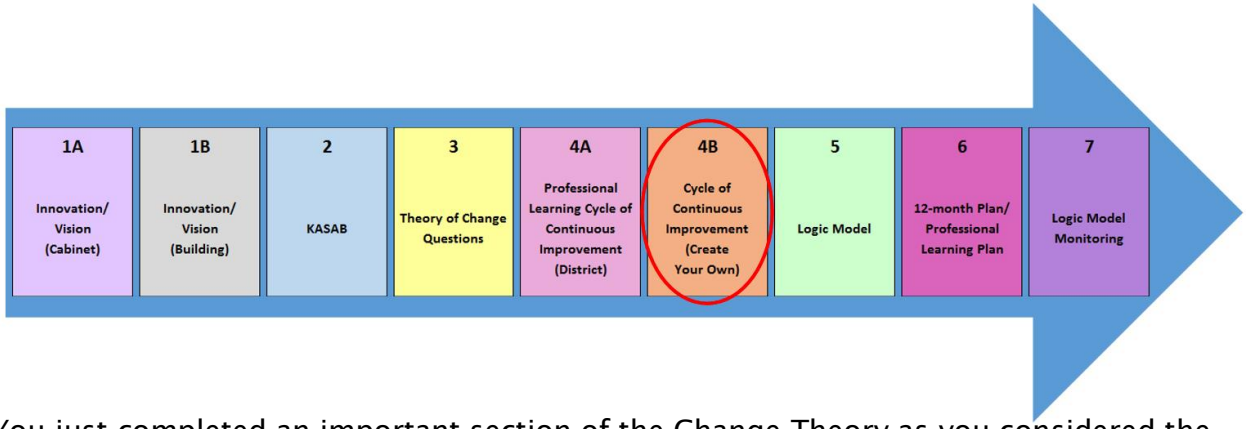
Process:

1. Review the cycle with all team members.
2. Each team member shares perspectives of the value of the cycle in their learning communities and the progress they are making to achieve the goals of the innovation.
3. Each individual shares where they think they are in the cycle and the evidence they brought to support their thinking.
4. Each member of the team gives warm and cool feedback about their progress and the use of the cycle to achieve the goals.
5. Summarize the comments, establish next steps, and commit to them.

Example:


Data to determine needs
Identify shared goals
Engage in professional learning to extend stakeholders knowledge of the shared goals
Select and implement appropriate evidence-based strategies
Apply the learning with local support at the work site
Use evidence to monitor and refine implementation
Evaluate results
System Effectiveness

Step 4B: School Cycle of Continuous Improvement - Instructions



You just completed an important section of the Change Theory as you considered the importance of professional learning and areas for growth. In Step 4B, the same process will be used to create a Cycle of Continuous Improvement using the articulate vision (Step 1B) and the elements of your KASAB (Step 2). It is important in this phase to consider whole school change toward improvement.

What will it take to move from where we are to achieve our goals for the year? As you completed your theory of change questions (Step 3), remember that the Cycle of Continuous Improvement ensures successful achievement of the goals outlined in your SIP. How will your school move from vision to high levels of goal attainment?

Purpose:

Develop a cycle that is unique to the innovation and will ensure successful achievement of the goals. This work clarifies each outcome that is essential for a team to establish a clear logic model. A theory of change is grounded in an effective cycle of continuous improvement. It is designed based on: *If this . . Then this . .* thinking.

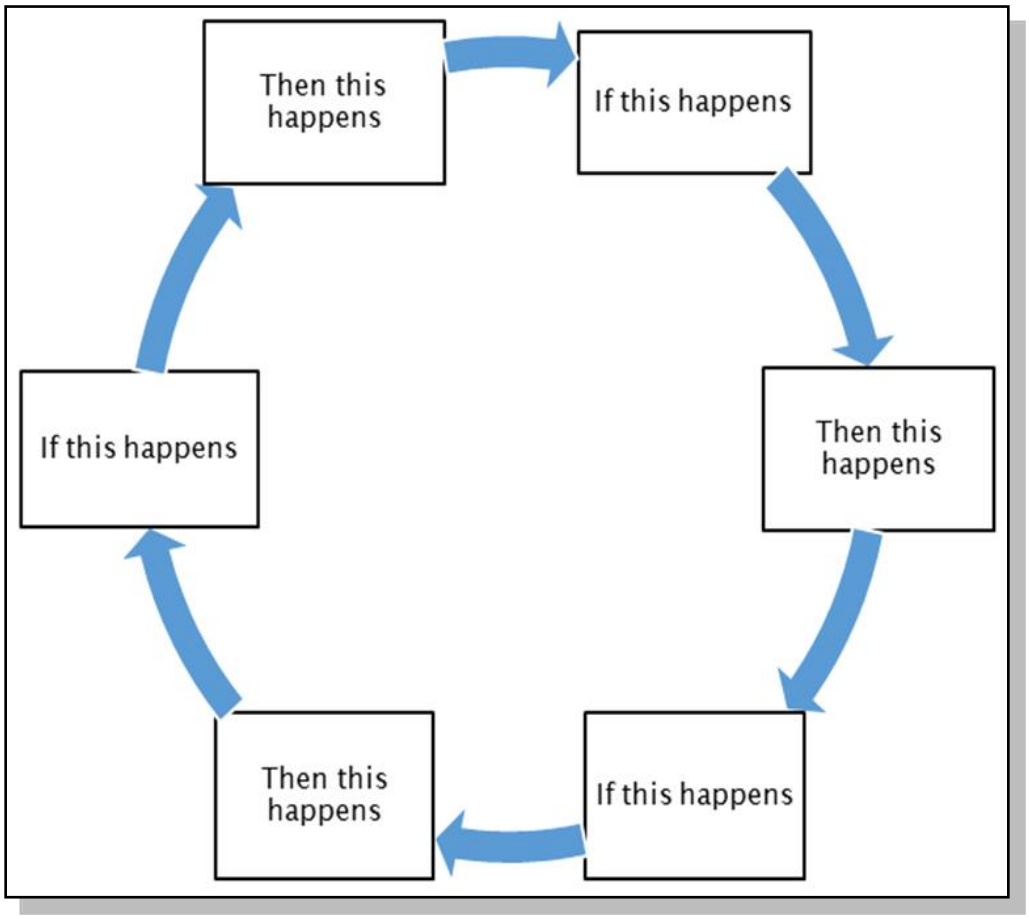
Materials:

- Copy of the *Learning Forward Cycle of Continuous Improvement*
- Copies of the Vision statement
- The KASAB
- Sticky notes

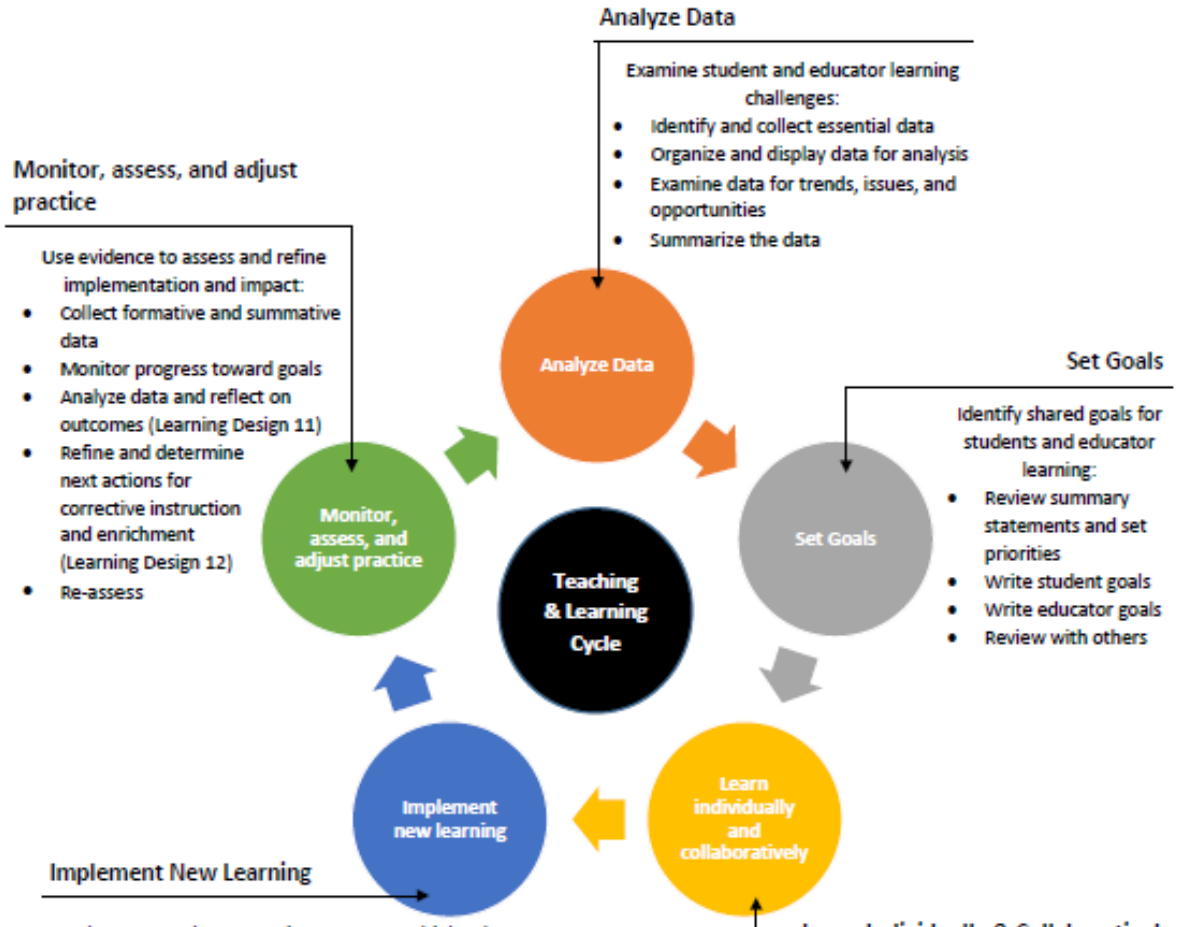
Preparation: (none)

Process:

1. Share the purpose of the cycle of continuous improvement.
2. Teams review the work that is in place (clearly articulated vision and KASAB). Post these around the room.
3. Each person uses sticky notes to write one precise outcome that must be in place to consider the team ready to move on.
4. When everyone has written sticky notes, have them post them all on the wall.
5. Facilitate the team to find common sticky notes.
6. Small groups work on each step and come to a consensus.
7. Organize synthesized statements into a logical circle based on the *Learning Forward Cycle of Continuous Improvement.*
8. Seek feedback and commit to using the cycle when finalized.

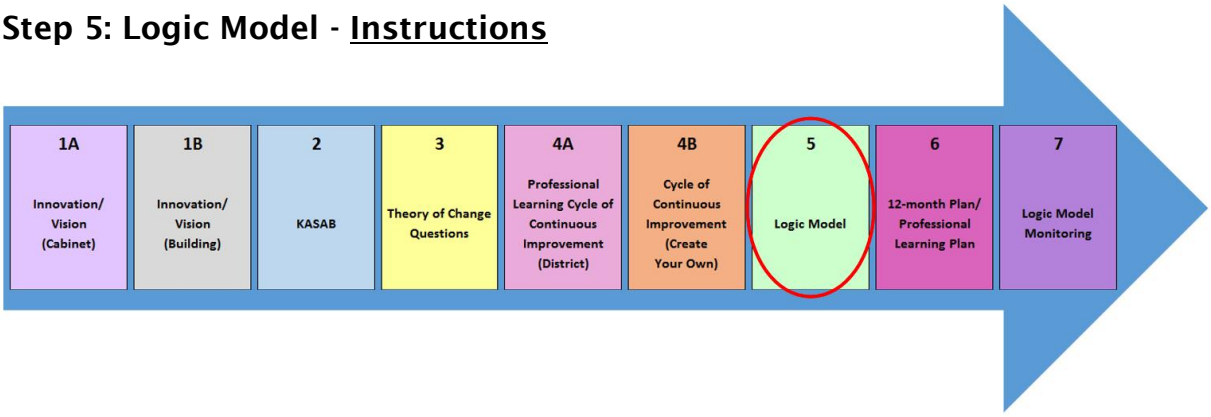


FWCS Teaching and Learning Cycle



Adapted from Becoming a Learning Team
- Hirsch, S. and Crow, T.

Step 5: Logic Model - Instructions



Purpose:

To clearly articulate first and second order change/outcomes and essential resources to accomplish the moral purpose, the goals of an organization, and the innovation essential to achieve the goals. Develop a logic model identifying short-term, mid-term and long-term outcomes. You and your QIT will complete the logic model to align with your data and goals.

Materials:

The completed vision of the SIP, the goals, KASAB, Theory of Change Questions, District professional learning cycle of continuous improvement and cycles of continuous improvement.

Preparation:

Review the work of the team around change to ensure alignment with long-term, intermediate and short-term outcomes established in the logic model.

(Process continued on next page)

Process:

1. What are the long-term outcomes that we would see when we are achieving our goals? Establish long-term outcomes first.
2. What are the short-term outcomes that will move the team through second order change? Establish short-term outcomes.
3. What are the intermediate outcomes that will move the team through second order change? Establish intermediate outcomes.
4. What resources and attitudes do we have going for us that will assist us in achieving our outcomes?
5. What resources will we need that we do not have right now? Determine books, time, organizational structures that must be in place for us to be successful.
6. Determine person(s) responsible

Learning Communities	Long-term Outcomes	Intermediate Outcomes	Short-term Outcomes	Resources	Person Responsible

Learning Communities	Long-term Outcomes	Intermediate Outcomes	Short-term Outcomes	Resources	Person Responsible
English	• (K-12) All teachers utilize all stages of the cycle of continuous improvement in order to be responsive to student needs	• (K-12) All teaching teams use their designed cycle of continuous improvement to guide conversations during planning and to design their instructional lesson plans.	• Lead teachers and instructional coach will assist teachers in understanding where to locate the curriculum and how to navigate the LMS for new teachers and new curriculum.	• ELA Curriculum • Deep Learning • (K-12) Approved Supplemental Resources (List on LMS) • NWEA • Zoom	Principal, Assistant Principal, English Teacher, Instructional Coach
	• (K-12) All teachers monitor, assess, and adjust practice based on data.	• (K-12) All teachers utilize data to inform instruction in units, lessons, and phonics (K-2)	• Teachers will choose an ELA standard to plan around using NWEA and other data.		
	• (K-12) Teachers engage students in meaningful authentic Deep Learning experiences that lead to the mastery of standards.	• Teacher teams design and implement authentic Deep Learning experiences that lead to the mastery of standards.	• Teacher will engage in learning how to navigate MAP growth data and begin to gain knowledge on how to set goals and drive instruction.		
	• Teachers engage students in learning environments that maximize the use of technology to engage students in Deep Learning and share evidence of academic success and social/emotional well-being.	• Teachers purposefully design learning environments that maximize the use of technology to engage students in Deep Learning and share evidence of academic success and social/emotional well-being.	• Teachers gain a better understanding of implementing Deep Learning into remote learning curriculum. Create data wall. Create data folder. Gather data.		

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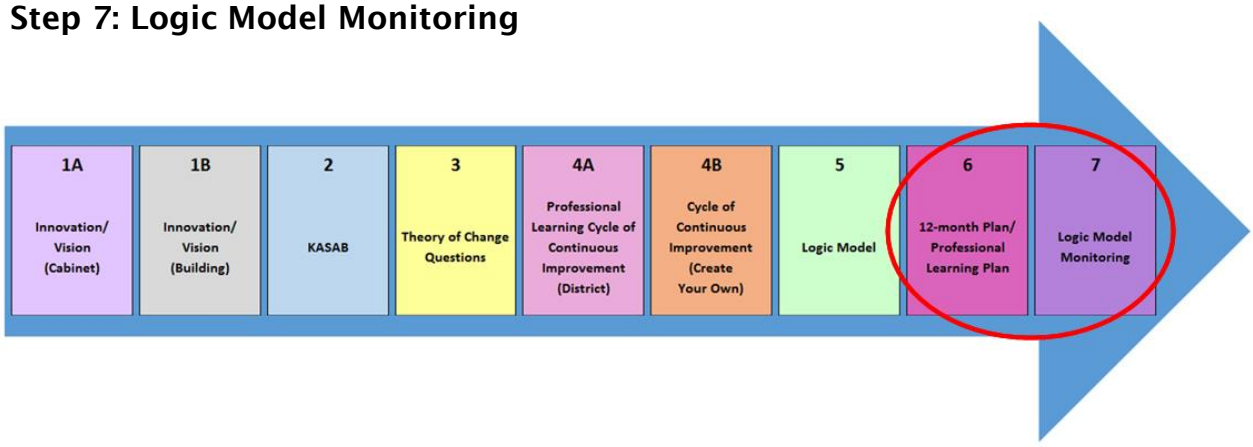
Learning Communities	Long-term Outcomes	Intermediate Outcomes	Short-term Outcomes	Resources	Person Responsible
Math	• (K-12) All teachers utilize all stages of the cycle of continuous improvement in order to be responsive to student needs	• (K-12) All teaching teams use their designed cycle of continuous improvement to guide conversations during planning and to design their instructional lesson plans.	Teachers will choose and math standard to plan around using NWEA and other data.	• FWCS Math Curriculum • (K-5) Math in Practice • (K-5) Go Math • (K-5) Agile Mind • K-12) Approved Supplemental Resources (List on LMS) • (K-12) Mathematical Mindsets (Curriculum Collaborators) • Deep Learning • NWEA	Principal, Assistant Principal, Teachers, Math Teacher, Instructional Coach
	• (K-12) All teachers monitor, assess, and adjust practice based on data.	• (K-12) All teachers utilize data to inform instruction in units, lessons, and phonics (K-2)	Teachers gain a better understanding of implementing Deep Learning into remote learning curriculum.		
	• (K-12) Teachers engage students in meaningful authentic Deep Learning experiences that lead to the mastery of standards.	• Teacher teams design and implement authentic Deep Learning experiences that lead to the mastery of standards.	Create data wall. Create data folder. Gather data.		
	• Teachers engage students in learning environments that maximize the use of technology to engage students in Deep Learning and share evidence of academic success and social/emotional well-being.	• Teachers purposefully design learning environments that maximize the use of technology to engage students in Deep Learning and share evidence of academic success and social/emotional well-being.			

Learning Communities	Long-term Outcomes	Intermediate Outcomes	Short-term Outcomes	Resources	Person Responsible
Science, Social Studies, Related Arts, Special Education, ELL	• (K-12) All teachers utilize all stages of the cycle of continuous improvement in order to be responsive to student needs	• (K-12) All teaching teams use their designed cycle of continuous improvement to guide conversations during planning and to design their instructional lesson plans.	• Teachers will select specific grade level standards to complete a cycle.	Deep Learning • (K-12) Approved Supplemental Resources (List on LMS) • FWCS Curriculum	Principal, Assistant Principal, Teachers Science, Social Studies, Related Arts, Special Education, ELL teachers, Instructional Coach
	• (K-12) All teachers monitor, assess, and adjust practice based on data.	• (K-12) All teachers utilize data to inform instruction in units, lessons, and phonics (K-2)			
	• (K-12) Teachers engage students in meaningful authentic Deep Learning experiences that lead to the mastery of standards.	• Teacher teams design and implement authentic Deep Learning experiences that lead to the mastery of standards.			
	• Teachers engage students in learning environments that maximize the use of technology to engage students in Deep Learning and share evidence of academic success and social/emotional well-being.	• Teachers purposefully design learning environments that maximize the use of technology to engage students in Deep Learning and share evidence of academic success and social/emotional well-being.			

Learning Communities	Long-term Outcomes	Intermediate Outcomes	Short-term Outcomes	Resources	Person Responsible
Positive Behavior Supports			PBIS Matrix Lessons implemented SEL Lessons implemented daily Remote Learner Expectations and Support	• (K-5) Elementary Bullying lessons • (K-5) PBIS matrix/lesson plans • (K-5) Social Emotional Lesson Plans • (K-5) Conscious Discipline (online learning and book study) • (K-5) 100 Days of Educational Neuroscience • (K-5) Power BI—data analysis • (K-5) PBSS Coordinators	Principal, Assistant Principal, Teachers, Guidance Counselors, Case Managers

* Your completed Logic Model may be used to write the required school narrative on the last page of Part III of the SIP.

Introduction to Step 6: 12-Month Plan/Professional Learning Plan and Step 7: Logic Model Monitoring



The purpose of Steps 6 and 7 is to create a 12-Month Plan for short-term, intermediate and long-term outcomes along with a clear system for monitoring the progress of those plans. Use the completed Step 5 (Logic Model) to complete Steps 6 and 7.

The Step 6 protocol involves three sections as you determine separate action plans for short-term, intermediate and long-term outcomes. After completing the first action plan in Step 6, assess the impact of the plan in Step 7 **before moving on to the next action plan in Step 6.**

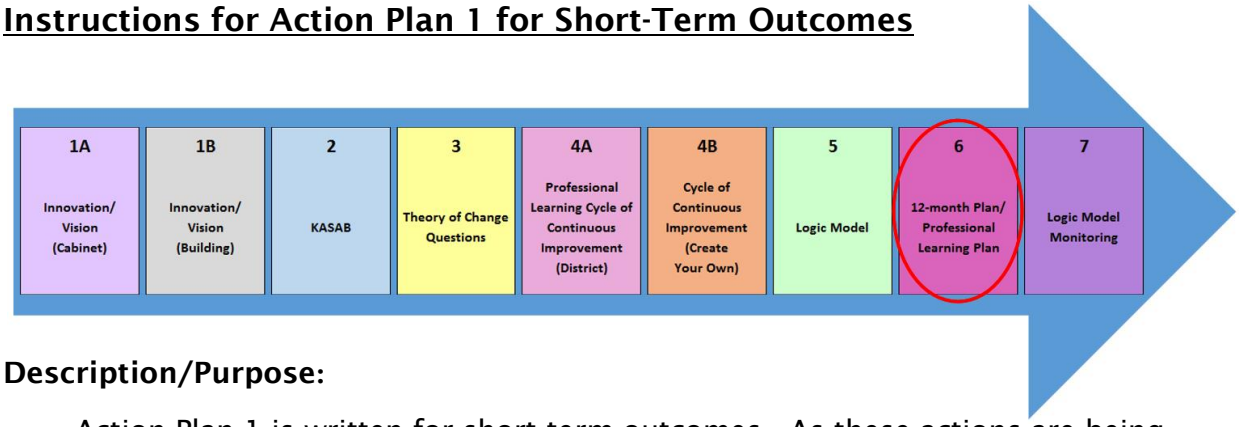
The following chart reflects the planning (Step 6) and assessment (Step 7) processes for your action plans:

Step 6	Step 7	Step 6	Step 7	Step 6	Step 7
Action Plan 1 Short-term outcomes		Action Plan 2 Intermediate outcomes		Action Plan 3 Long-term outcomes	

While you will create three separate action plans in Step 6, you will complete only *one* Step 7 template, in stages, after each action plan.

Step 6 Action Plan 1: 12-Month Plan/Professional Learning Plan

Instructions for Action Plan 1 for Short-Term Outcomes



Description/Purpose:

Action Plan 1 is written for short-term outcomes. As these actions are being implemented, the QIT can write an action plan for intermediate outcomes. To ensure that all stakeholders engage in a cycle of continuous improvement that develops collective responsibility for the success of all staff and students.

Materials:

A copy of the vision of the SIP, the goals, KASAB, Theory of Change questions, District professional learning cycle of continuous improvement, the cycle of continuous improvement and standards for professional learning.

Preparation:

Review the work of the team around change to ensure alignment with long term, intermediate and short term goals established in the Action Plan.

Process:

1. Develop a clearly articulated action plan to achieve each of the short-term outcomes.
2. Determine measures of effectiveness.
3. Establish first steps and commitments.
4. You may wish to refer to the Logic Model you completed in Step 5 as you create your Action Plan.

Short-term ELA Outcome: All teachers will implement the revised units, lessons, and at the appropriate grade level the phonics components with integrity.
Short-term Math Outcome: All teachers will implement the new math curriculum with integrity.
Short-term Readiness to Learn Outcome: All teachers will focus on the well-being of children using SEL lessons from the FWCS curriculum. All classroom teachers will follow bullying lesson plans as outlined in LA curriculum maps and make learning meaningful for students

Action Plan 1- Short-Term Outcomes Lead to Intermediate Outcomes

Focus Area	Action Steps	Professional Learning	Person Responsible	Resources	Timeline Aug-Oct	Evidence of Completion
ELA	• Lead teachers and instructional coach will assist teachers in understanding where to locate the curriculum and how to navigate the LMS for new teachers and new curriculum.	Individualized PL geared towards teachers who need help navigating the LMS and documents and technology that need to be implemented.	• Building/district Coach • Lead teachers	• FWCS Literacy Framework • FWCS Scope & Sequence • FWCS Unit and Lesson Plans • Cycle of Continuous Improvement • Dive into Deep Learning: Tools for Engagement • Remote Learning Framework	August	Teachers are accessing ELA curriculum and utilizing resources. • Kami Documents • PearDeck • Google Docs
ELA	Teachers will choose an ELA standard to plan around using NWEA and other data.	PL during collaboration to choose an ELA standard to start a Cycle.	Principal Instructional Coach Teachers	Cycle of Continuous Improvement-Collaboration calendar NWEA resources Cycle of Continuous Improvement protocol	October	Collaboration Calendar Cycle of Continuous Improvement protocol (electronically saved in google drive for Washington.) Data Wall

ELA	Teacher will engage in learning how to navigate MAP growth data and begin to gain knowledge on how to set goals and drive instruction.	NWEA zoom PL	Lindsay Stoelting	• FWCS Literacy Framework • FWCS Scope & Sequence • FWCS Unit and Lesson Plans • Cycle of Continuous Improvement • Dive into Deep Learning: Tools for Engagement • NWEA resources • DiscoveryEd • Remote Learning Framework	September-October	• Zoom Data • NWEA data • Student goal sheets
ELA	Teachers gain a better understanding of implementing Deep Learning into remote learning curriculum.	FWCS Deep Learning PowerPoint Collaboration with remote teachers.	QIT Principal Instructional Coach	• FWCS Literacy Framework • FWCS Scope & Sequence • FWCS Unit and Lesson Plans • Cycle of Continuous Improvement • Dive into Deep Learning: Tools for Engagement • NWEA resources • DiscoveryEd • Remote Learning Framework	August-October	Collaboration Notes Calendar

Focus Area	Action Steps	Professional Learning	Person Responsible	Resources	Timeline Aug-Oct	Evidence of Completion
Math (K-12)	Teachers will choose and math standard to plan around using NWEA and other data.	PL during collaboration to choose a math standard to start a Cycle.	Principal Instructional Coach Teachers	• Cycle of continuous improvement/calendar NWEA resources • Cycle of continuous improvement protocol • (K-12) Math Framework • FWCS Scope & Sequence • FWCS Unit and Lesson Plans • Cycle of Continuous Improvement • Dive into Deep Learning: Tools for Engagement • NWEA resources • DiscoveryEd • Remote Learning Framework	October	Calendar NWEA data Cycle of Continuous Improvement Protocol (Google Drive) Data Wall
Math (K-12)	Teachers gain a better understanding of implementing Deep Learning into remote learning curriculum.	FWCS Deep Learning PowerPoint Collaboration with remote teachers	QIT Principal Instructional coach	• (K-12) Math Framework • FWCS Scope & Sequence • FWCS Unit and Lesson Plans • Cycle of Continuous Improvement • Dive into Deep Learning: Tools for Engagement • NWEA resources • DiscoveryEd • Remote Learning Framework	August-October	Collaboration Notes Calendar
ELA AND MA	Create data wall. Create data folder. Gather data.	NWEA resources PL Collaboration	Principal Coaches Teachers Lindsay Stoelting	NWEA Seesaw Dreambox Running Records Reading A-Z (K-2)	September-October	Data Folders Data Wall Collaboration Notes

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Focus Area	Action Steps	Professional Learning	Person Responsible	Resources	Timeline Aug-Oct	Evidence of Completion
Science, Social Studies, Related Arts, Special Education, ELL	Teachers will select specific grade level standards to complete a cycle.	PL during collaboration to choose a standard to start a cycle.	ELL teacher SpED teacher Principal Coach	• (K-12) FWCS Science Framework • (K-12) FWCS Scope and Sequence • (K-5) HMH Science Dimensions • (K-8) Discovery Education • (K-12) Cycle of Continuous Improvement • Social Studies textbook adoption materials • Learning Designs 1-8 • SPED? • ELL? • Related Arts?	August-October	Collaboration Notes Calendar Cycle of continuous improvement protocol (google drive) Data wall
ELA AN MA	Teachers will create a grade level data wall and class level data folders.	NWEA resources PL Collaboration	Principal Coaches Teachers Lindsay Stoelting	NWEA Seesaw Dreambox Running Records Reading A-Z (K-2)	September-October	Data Folders Data Wall Collaboration Notes

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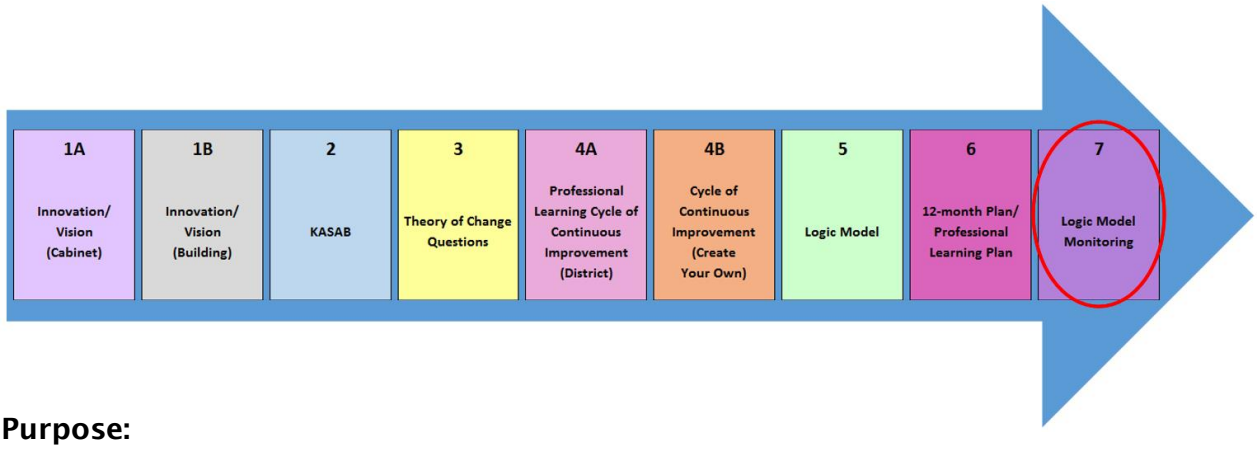
Focus Area	Action Steps	Professional Learning	Person Responsible	Resources	Timeline Aug-Oct	Evidence of Completion
	Bullying Lessons Implemented during Smart Start	• (K-12) Support with bullying curriculum as outlined in ELA scope/sequence • (K-12) Understanding of PBIS matrix • (K-5) Support with Survey's, Polls, Interviews to assess student wellbeing	Therapeutic Counselor, Case Manager, Administrative Assistant Classroom Teachers	• (K-12) Bullying lesson plans • Well-Being Interview Questionnaire	August	Surveys, Polls, Interview Artifacts Schedules
Positive Behavior Supports	PBIS Matrix Lessons implemented	• (K-12) Support with roll out of PBIS Matrix lesson plans with new Covid Revisions	Classroom Teachers	• (K-12) District PBIS Matrix with Covid Revisions	August	PBIS Lessons PBIS Matrix with Updated Covid Revisions
Positive Behavior Supports	SEL Lessons implemented daily	• (K-12) Understanding of SEL competencies • (K-12) Support with roll out of SEL lesson plans • (K-12) Connection • (K-12) Self-Care plan	Therapeutic Counselor, Case Manager, Interventionists	• (K-12) SEL lesson plans • (K-5) Mindfulness videos and reflection	August -October	SEL Lesson plans Schedule of SEL lessons Lesson Artifacts Self-Care Plan
Positive Behavior and Supports	Remote Learner Expectations and Support	• (K-12) Understanding of SEL competencies • Best Practices for Participating in a Zoom • Connecting Therapeutic Counselor and Case Manager to Remote Learners	Principal Coach Therapeutic Counselor, Case Manager, Interventionists	Technology Resources on LMS • (K-12) SEL lesson plans	September/October	Artifacts used on LMS pages for setting expectations And connecting with Therapeutic Counselor and Case Manager

Step 7 Action Plan 1: Logic Model Monitoring



Purpose:

To determine the effectiveness of the cycle of continuous improvement and shifting practice from 1st order change to second order change.

Materials:

Change Process Tools: Vision to Logic Model

Preparation:

Review all documents to be established by the team from Vision to Logic Model to establish a clear purpose for the work.

Process

1. Establish measures of effectiveness, evidence and artifacts for short-term, intermediate and long-term outcomes on the logic model.
2. Determine the analysis process for those indicators.
3. Determine who will be responsible for gathering data, evidence and artifacts and facilitating the evaluation along the way.

Action Steps	Measures of Effectiveness – Data, Evidence, Artifacts	Analysis Process	Stakeholder Responsible for Collection and Evaluation of Data
Lead teachers and instructional coach will assist teachers in understanding where to locate the curriculum and how to navigate the LMS for new teachers and new curriculum.	**Schedule of Support for LMS navigation** **Teacher Created LMS pages utilizing the curriculum materials**	**Reflect on Outcomes** **Refine and Determine Next Steps**	**Lead Teachers and Instructional Coach**
Teachers will choose an ELA and MA standard to plan around using NWEA and other data.	**Grade Level Data Collaboration Meetings** **Grade Level Data Wall** **Classroom Data Folders** **NWEA Reports**	1) Collect Essential Data 2) Review data by making observations, inferences and hypotheses 3) Identify trends, issues and opportunities 4) Summarize the data	**Teachers, Instructional Coach, Principal**

		5) Set goals based on the data 6) Determine next steps in Professional Learning	
Teacher will engage in learning how to navigate MAP growth data and begin to gain knowledge on how to set goals and drive instruction.	**Consultant Session Attendance E-Learning Modules Checkoff NWEA reports Collaboration Notes specific to NWEA Grade Level Data Walls Classroom Specific Data Folders**	1) Collect Essential Data 2) Review data by making observations, inferences and hypotheses 3) Identify trends, issues and opportunities 4) Summarize the data 5) Set goals based on the data 6) Determine next steps in Professional Learning	**Teachers, Instructional Coach, Principal, NWEA consultant**
Teachers gain a better understanding of implementing Deep Learning into remote learning curriculum.	**District Level PowerPoint from Deep Learning LMS page artifacts of lessons and assignments**	1) Collect Essential Data 2) Review data by making observations, inferences	**QIT**

		and hypotheses 3) Identify trends, issues and opportunities 4) Summarize the data 5) Set goals based on the data 6) Determine next steps in Professional Learning	
Teachers will create a grade level data wall and class level data folders.	**Grade Level Data Wall Classroom Data Folders**	1) Collect Essential Data 2) Review data by making observations, inferences and hypotheses 3) Identify trends, issues and opportunities 4) Summarize the data 5) Set goals based on the data 6) Determine next steps in Professional Learning	**Teachers, Instructional Coach, Principal**

Bullying Lessons Implemented during Smart Start	**Smart Start Lessons** **LMS page with lesson links**	**Reflect on Outcomes Refine and Determine Next Steps**	**Teachers**
PBIS Matrix Lessons implemented	**PBIS Matrix Lessons** **LMS page with lesson links** **Schedules of Implementation**	**Reflect on Outcomes Refine and Determine Next Steps**	**Teachers**
SEL Lessons implemented daily	**Daily Lessons Plans** **Artifacts created from lessons** **LMS pages with links to lessons**	1) Collect Essential Data 2) Review data by making observations, inferences and hypotheses 3) Identify trends, issues and opportunities 4) Summarize the data	**Therapeutic Counselor, Case Manager, Interventionists**
Remote Learner Expectations and Support	**Expectation artifacts from LMS pages** **Tabs created for support links on LMS** **Artifacts from SEL lesson links on LMS**	1) Collect Essential Data 2) Review data by making observations, inferences and hypotheses	**Therapeutic Counselor, Case Manager, Interventionists, Classroom Teachers, Principal, Instructional Coach**

		3) Identify trends, issues and opportunities 4) Summarize the data	

You will complete only *one* Step 7 template, in stages; **refer back to this template after completing each Action Plan in Step 6.**

Step 6 Action Plan 2: 12-Month Plan/Professional Learning Plan

Instructions for Action Plan 2 for Intermediate Outcomes

Use short-term outcomes to develop intermediate outcomes.

Purpose:

Use the same data analysis protocol to determine actions for the School Action Plan 2, which are the intermediate outcomes. To ensure that all stakeholders engage in a cycle of continuous improvement that develops collective responsibility for the success of all staff and students.

Materials/Resources:

Your completed Steps 1 to 6.

Preparation:

Review the work of the team around change to ensure alignment with long-term, intermediate and short-term goals established in the 12-Month Plan.

Process:

1. Develop a clearly articulated action plan to achieve each of the intermediate outcomes.
2. Determine measures of effectiveness.
3. Establish first steps and commitments.
4. You may wish to refer to the Logic Model you completed in Step 5 as you create your Action Plan.

Step 6 Action Plan 2: Template to complete for intermediate outcomes

Intermediate ELA Outcome _____

Intermediate Math Outcome _____

Intermediate Readiness to Learn Outcome_____

Action Plan 2 - Intermediate outcomes lead to long-term outcomes

Focus Area	Action Steps	Professional Learning	Person Responsible	Resources	Timeline Nov-Feb	Evidence of Completion
ELA						
ELA						
ELA						
Math						
Math						
Math						

Science						
Science						
Science						
Positive Behavior Supports		• (K-12) Support with roll out of SEL lesson plans • (K-12) *Sensory Motor Integration*		• (K-12) SEL lesson plans	November	
Positive Behavior Supports		• (K-12) Support with roll out of SEL lesson plans • (K-12) *Gratitude*		• (K-12) SEL lesson plans	December	
Positive Behavior Supports		• (K-12) Support with roll out of SEL lesson plans • (K-12) *Insight* • (K-12) Analysis of data – what does it mean • (K-12) PBIS booster (lesson plans)		• (K-12) SEL lesson plans • (K-5) Power BI	January	
Positive Behavior Supports		• (K-12) Support with Fight the Spoke plan • (K-12) Support with roll out of SEL lesson plans • (K-12) *Critical Thinking*		• (K-12) SEL lesson plans	February	

STEAM/STEM/TSI/CSI						

Step 7 Action Plan 2: Logic Model Monitoring

Instructions for Action Plan 2 for intermediate outcomes

Purpose:

To determine the effectiveness of the cycle of continuous improvement and shifting practice from 1st order change to second order change.

Materials:

Your completed Steps 1 to 6.

Preparation:

Review all documents to be established by the team from Vision to Logic Model to establish a clear purpose for the work.

Process

1. Establish indicators of effectiveness for short term, intermediate and long term outcomes on the logic model.
2. Determine the analysis process for those indicators.
3. Determine who will be responsible for the gathering of the artifacts and data and facilitating the evaluation along the way.

Step 7 Action Plan 2: Template to complete for Intermediate Outcomes

Action Steps	Measures of Effectiveness – Data, Evidence, Artifacts	Analysis Process	Stakeholder Responsible for Collection and Evaluation of Data

Step 6 Action Plan 3 (if necessary): 12-Month Plan/Professional Learning Plan
Instructions for Action Plan 3 for Long-Term Outcomes

Purpose:

Use the same data analysis protocol to **reassess** your long-term outcomes established in Step 5. To ensure that all stakeholders engage in a cycle of continuous improvement that develops collective responsibility for the success of all staff and students.

Materials/Resources:

Your completed Steps 1 to 6.

Preparation:

Review the work of the team around change to ensure alignment with long term, intermediate and short term goals established in Step 6.

Process:

1. Develop a clearly articulated action plan to achieve each of the long-term outcomes.
2. Determine measures of effectiveness.
3. Establish first steps and commitments.

4. You may wish to refer to the Logic Model you completed in Step 5.

Step 6 Action Plan 3(if necessary): Template to complete for Long-Term Outcomes

Long-term ELA Outcome _____
Long-term Math Outcome _____
Long-term Readiness to Learn Outcome_____

Action Plan 3 - Long-term outcomes (if necessary)

Focus Area	Action Steps	Professional Learning	Person Responsible	Resources	Timeline Mar-May	Evidence of Completion
ELA						
ELA						
Math						
Math						
Science						
					May	

Positive Behavior Supports		• (K-12) Support with roll out of SEL lesson plans • (K-12) *Mindset*		• (K-12) SEL lesson plans	March	
Positive Behavior Supports		• (K-12) Support with roll out of SEL lesson plans • (K-12) *Regulation*		• (K-12) SEL lesson plans	April	
Positive Behavior Supports		• (K-12) Support with roll out of SEL lesson plans • (K-12) *Collaboration*		• (K-12) SEL lesson plans	May	
STEAM/STEM/TSI/CSI						

Step 7: Logic Model Monitoring

Instructions for Action Plan 3 for Long-Term Outcomes

Purpose:

To determine the effectiveness of the cycle of continuous improvement and shifting practice from 1st order change to second order change.

Materials:

Your completed Steps 1 to 6.

Preparation:

Review all documents to be established by the team from Vision to Logic Model to establish a clear purpose for the work.

Process

1. Establish indicators of effectiveness for short term, intermediate and long term outcomes on the logic model.

2. Determine the analysis process for those indicators.
3. Determine who will be responsible for the gathering of the artifacts and data and facilitating the evaluation along the way.

Step 7 Action Plan 3: Template to complete for Action Plan 3 for Long-Term Outcomes

Action Steps	Measures of Effectiveness – Data, Evidence, Artifacts	Analysis Process	Stakeholder Responsible for Collection and Evaluation of Data

Part III

SIP - Required Components

- State
- Title I

To be completed electronically
and submitted to the IDOE with Part II

Washington Elementary School

Description and Location of Curriculum

The Fort Wayne Community Schools (FWCS) K-12 curriculum is based on the Indiana Academic Standards/College & Career Ready State Standards (CCRSS) and is provided to students in accordance with the Course and Program Descriptions for Indiana Schools. The course guide provides a broad understanding of the content and pre-requisite knowledge required in all offered courses. FWCS curriculum includes the scope of a course which includes grade level standards to be taught and learned by the end of the course's completion and the sequence of learning experiences that are to be taught and learned to lead to mastery. For each subject area, the district identifies a variety of modes of delivery that teachers use for learning and the ways in which students apply these modes to engage in learning. These strategies serve as an Instructional Framework which identifies the educational practices that are expected in FWCS classrooms. Principals, teachers and instructional support staff receive ongoing professional learning. FWCS curriculum allows teachers to provide instruction to address students' specific needs which include high ability students, special education students, students for whom English is a new language and other students with individualized needs.

A copy of the district's curriculum, Scope and Sequence, Units and Lessons, models and moral purpose are located on the FWCS Curriculum, Assessment and Instruction website and in our Learning Management System.

At the Elementary Level, parents receive information about their child's progress through quarterly standards-based report cards. Teachers mark each standard indicator as performing below, approaches, masters or exceeds grade level.

Titles and Descriptions of Assessments

The Fort Wayne Community Schools' Assessment System is a suite of formative and summative assessments aligned to the Indiana Academic Standards/College & Career Ready State Standards (CCRSS). Designed as a critical component of a strong instructional program, the assessments are used to monitor student learning and to identify student, class, school and district strengths and weaknesses. Results of the assessments are used to inform instructional decisions and modify instruction to ensure success for all students. Conscientious use of the Assessment System will lead to an alignment of the written, taught and tested curricula, which will result in improved student learning.

The FWCS Assessment System includes the following components:

Curriculum-based Assessments

Curriculum-based assessments are provided with adoption materials. The assessments align with Indiana Academic Standards and with ISTEP+ and ILEARN assessment formats. Teachers may use the materials weekly and/or at the end of units of instruction as they align to the Scope and Sequence

.

Northwest Evaluation Association (NWEA)
NWEA provides MAP (Measures of Academic Progress) Growth or MAP Fluency testing and is an online adaptive assessment to see where a student is academically. This tool is used to represent academic growth in Reading and Math and uses a "RIT Scale" to determine kindergarten through 10th grade levels.

- MAP Reading Fluency measures oral reading fluency, comprehension, and foundational skills for K-2. MAP Growth measures what students know, regardless of their grade level for K-10. It also measures growth over time, allowing you to track your student's progress throughout the school year and across multiple years.
- NWEA will be given a minimum of three times during the school year at the beginning, middle and end. Teachers can use the scores to inform instruction, personalize learning, and monitor the growth of individual students. Principals and district administrators can use the scores to see the performance and progress of a grade level, school, or the entire district.

Indiana Statewide Testing for Educational Progress Plus (ISTEP+) - Grade 10
ISTEP+ is a standardized test mandated by the State for all students in grade 10 ISTEP+ tests English/Language Arts and Math. The assessment is administered in the spring and will be considered the Graduation Qualifying Exam for grade 10 students in 2020.

Indiana Learning Evaluation Assessment Readiness Network (ILEARN) – Grades 3-8
ILEARN measures student achievement and growth according to Indiana Academic Standards. ILEARN is the summative accountability assessment for Indiana students and assesses:

- English/Language Arts (Grades 3-8)
- Mathematics (Grades 3-8)
- Science (Grades 4 and 6)
- Social Studies (Grade 5 and 7)
- Biology (High School)

(Taken from the IDOE Office of Student Assessment Website: https://www.doe.in.gov/assessment/ilearn)

Indiana Reading Evaluation and Determination (IREAD-3) – Grade 3
IREAD-3 is a standardized test mandated by the State for all students in grade 3. IREAD-3 is a summative assessment that measures foundational reading standards through grade 3.

Indiana's Alternate Measure (I AM) – Grades 3-8 and 10
I AM measures student achievement and growth according to Indiana's Content Connectors aligned to the Indiana Academic Standards. I AM is the summative accountability assessment for students with significant cognitive disabilities in grades 3-8 and 10. It assesses:

- English/Language Arts (Grades 3-8 and 10)
- Mathematics (Grades 3-8 and 10)
- Science (Grades 4 and 6 and Biology)
- Social Studies (Grade 5)

(Taken from the IDOE Office of Student Assessment Website: https://www.doe.in.gov/assessment/iam)

High-Ability Assessment

- **CogAT:** The Cognitive Abilities Test measures students' learned reasoning abilities in the three areas most linked to academic success in school: Verbal, Quantitative, and Nonverbal. All students in grades K, 2, 5 and select students in grade 8 will be assessed using the CogAT screener. Students scoring in the 88th percentile based on local norms (grade 8 uses national norms) will be given the CogAT full battery. This assessment is used to determine identification of students as High Ability in the areas of English/Language Arts and/or Mathematics.

WIDA ACCESS for ELLs English Language Proficiency Assessment
This assessment of English language proficiency is administered once annually to all Limited English Proficient students in grades K-12. It measures proficiency in speaking, listening, reading and writing and yields an overall English proficiency level. This assessment is used to measure student progress in English language development from year to year as well as determine when a student achieves fluency in English and exits ELL services.

Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) – Grades 10-11
The PSAT and PSAT/NMSQT are administered in grades 10 and 11 and provide schools and students the chance to assess progress toward college and career readiness. They also serve as a chance for students to preview and practice for the SAT, as the tests are tightly aligned. The PSAT/NMSQT is the official route of entry to the National Merit® Scholarship Program.

Opportunities for Staff to be Included in Assessment Decisions

State mandated assessments (ISTEP+, ILEARN, and IREAD-3) are directed by the IDOE Division of Assessment. District level summative assessments are selected by the administration with valuable input from teachers through building level and district level discussions. Formative assessments are selected by the district's Academic Services, departments and the administration, along with teacher input. Formative assessments may be commonly used across the district, such as NWEA and or common assessments written in our FWCS curriculum. School based staff are also involved in district annual reviews of the implementation of the FWCS Assessment System.

At Washington Elementary School, teachers collaborate in the analysis of student achievement data. Included in collaboration meetings are general education classroom teachers, student interventionists (if applicable), building coaches, special education teachers, special area teachers and other pertinent instructional and support staff. In addition, the Quality Improvement Team (QIT) which is led by the principal and comprised of representatives from all grade levels, special areas, support staff, parents, and the community analyze student achievement data and assessments.

Assessments and use of the assessments are discussed during QIT meetings and then information is provided to staff for their input.

Plan for Submission/Updating of School Wide Plan

The Washington Elementary School principal, along with the Quality Improvement Team led by the principal and consisting of teachers, paraprofessionals, parents, and community members is responsible for creating and adopting the school wide/PL 221 Plan with regular input from the school staff. The members of Washington Elementary's Quality Improvement Team are:

Name	**Position** (e.g., Principal, Biology Teacher, Parent, Student)
DaNene Neff	Principal
Kristen Brown	Instructional Coach
April Dodds	ELL Teacher
Christa Martin	Pre-K Teacher
Monica Taylor	1st Grade Teacher
Tobey Otto	2nd Grade Teacher, SST Coordinator
Amy Minnich	4th Grade Teacher
Melissa Gay	School Improvement Liason

Timeline for Submission/Updating/SIP Plan

July - September	Review plan and gather data; research best practices; revise plan
September	Invite parents to review the draft of the plan and offer feedback/suggestions for modifications
September 30	Share draft with your director for feedback
October 2	After you receive approval from your director, upload final plan to Indiana Department of Education and to your school's SIP folder on the FWCS Document Site

Effective, Properly-Licensed Teachers and HQ Paraprofessionals

All Washington Elementary School teachers in core content area classes are effective and properly-licensed. Paraprofessionals are also highly qualified. Paraprofessionals who are assigned to the building prior to the school becoming Title I and are not highly qualified will be removed from the school and replaced with someone who is highly qualified. Fort Wayne Community Schools ensures that effective and properly-licensed teachers and highly qualified paraprofessionals are attracted to and hired by the district.

Effective, Properly-Licensed Teachers for 2020-21 School Year

Teacher Name:	Teaching Assignment:	Indicator of license status on Verification Form: ☐ Bachelor's Degree earned? ☐ Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? **Plus one of the following:** ☐ Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"? ☐ Passed Pearson Content Assessments? ☐ Passed the NTE (National Teacher Exam) "Education in the Elementary School"? ☐ Considered HQ in another state? ☐ NBPTS Certification? ☐ *100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	Location of Verification Form and supporting documentation:	End Date (if applicable)
Brown, Kristen	Instructional Coach	✓ Bachelor's degree ✓ Valid Indiana Elementary Teaching License ✓ Passed Praxis II	Central Office – HR Files	
Dodds, April	ELL Teacher	✓ Bachelor's degree ✓ Valid Indiana Elementary Teaching License	Central Office – HR Files	
Eggleston, Jacob	.5 Gym Teacher	✓ Bachelor's degree ✓ Valid Indiana Elementary Teaching License	Central Office – HR Files	
Flesher, Mindy K	Student Interventionist	✓ Bachelor's degree ✓ Valid Indiana Elementary Teaching License ✓ Passed Praxis II	Central Office – HR Files	
Hall, Miranda	.5 Art Teacher	✓ Bachelor's degree ✓ Emergency Teaching Permit	Central Office – HR Files	

Hoffmann, Casey	Student Interventionist	✓ Bachelor's degree ✓ Valid Indiana Elementary Teaching License ✓ Passed Praxis II	Central Office – HR Files	
Johnson, Hailey	4th Grade Teacher	✓ Bachelor's degree ✓ Emergency Teaching Permit	Central Office – HR Files	
Jones, Madison	Special Education	✓ Bachelor's degree ✓ Valid Indiana Elementary Teaching License ✓ Passed Praxis II	Central Office – HR Files	
Korte, Alisa	5th Grade Teacher	✓ Bachelor's degree ✓ Valid Indiana Elementary Teaching License	Central Office – HR Files	
Martin, Krista	Pre-K Teacher	✓ Master's degree ✓ Valid Indiana Elementary Teaching License	Central Office – HR Files	
McQueen, Ali	1st Grade Teacher	✓ Bachelor's degree ✓ Valid Indiana Elementary Teaching License ✓ Passed Praxis II	Central Office – HR Files	
Minnich, Amy M	4th Grade Teacher	✓ Bachelor's degree ✓ Valid Indiana Elementary Teaching License ✓ Passed Praxis II	Central Office – HR Files	
Neff, DaNene	Principal	✓ Master's degree ✓ Valid Indiana Elementary Teaching License ✓ Passed NTE	Central Office – HR Files	
Olden, Carmen	5th Grade Teacher	✓ Bachelor's degree ✓ Valid Indiana Elementary Teaching License ✓ Passed NTE	Central Office – HR Files	
Ortiz, Shelley	Kindergarten Teacher	✓ Bachelor's degree ✓ Valid Indiana Elementary Teaching License ✓ Passed Praxis II	Central Office – HR Files	
Otto, Tobey	2nd Grade Teacher	✓ Bachelor's degree ✓ Valid Indiana Elementary Teaching License ✓ Passed Praxis II	Central Office – HR Files	
Pech-Scott, Daniel	3rd Grade Teacher	✓ Bachelor's degree ✓ Valid Indiana Elementary Teaching License	Central Office – HR Files	
Schneider, Hailey	.5 Music Teacher	✓ Bachelor's degree ✓ Valid Indiana Elementary Teaching License ✓ Passed Praxis II	Central Office – HR Files	
Smith, Joyce	Kindergarten Teacher	✓ Bachelor's degree ✓ Valid Indiana Elementary Teaching License ✓ Passed Praxis II	Central Office – HR Files	

Stuchell, Stephanie	2nd Grade Teacher	✓ Bachelor's degree ✓ Valid Indiana Elementary Teaching License ✓ Passed Praxis II	Central Office – HR Files	
Swift, Teresa	Speech	✓ Master's degree ✓ Valid Indiana Elementary Teaching License	Central Office – HR Files	
Taylor, Monica	1st Grade Teacher	✓ Bachelor's degree ✓ Valid Indiana Elementary Teaching License ✓ Passed Praxis II	Central Office – HR Files	
Underwood, Morgan	3rd Grade Teacher	✓ Bachelor's degree ✓ Valid Indiana Elementary Teaching License ✓ Passed Praxis II	Central Office – HR Files	

Highly Qualified Paraprofessionals 2020-21

			Place an X in the column below verifying HQ status					
Name	**HQ Y-Yes N-No**	**Position Description**	**1,000 hrs or 1 year working with students**	**Passed Para-Pro**	**48+ Hrs. College Credits No Degree**	**Assoc. Degree or Higher**	**Location of Verification Form**	**End Date (if applicable)**
Barnes, Benita M	Y	School Assistant		X		X	Central Office – HR Files	
Carr, Patricia	Y	ELL Assistant				X	Central Office – HR Files	
Davis, Emonie	Y	School Assistant		X			Central Office – HR Files	
Harrup, Kathryn	Y	School Assistant				X	Central Office – HR Files	
Malone, Leslie	Y	Special Ed Assistant		X			Central Office – HR Files	
Mast, Linda	Y	Media Clerk		X			Central Office – HR Files	
Huffman, Kamarie	Y	School Assistant				X	Central Office – HR Files	

Wright, Danielle	Y	Pre-K Assistant				X	Central Office – HR Files	

Strategies to Attract Effective Teachers

FWCS is committed to hiring effective teachers for all positions in our schools. We have many strategies in place to ensure that this happens:

- Valid licensing is required for all our teaching positions; candidates must provide proof of appropriate licensing to be considered for positions.
- Those who have not met all the requirements for licensing are required to obtain Emergency Permits. Under Indiana regulations, Emergency Permits do not meet the definition of highly qualified.
- FWCS has stringent requirements to ensure that all licenses are renewed in a timely manner.
- Strategies used to attract effective teachers to FWCS include but are not limited to:
    - Network within current staff regarding looking for good candidates
    - FWCS Website
    - Postings on Department of Education Website
    - Direct contact with universities regarding candidate searches
    - Community networking including Focus Groups and several social media sites
    - Careful observation of student teachers and interns
    - When candidate(s) is identified, prompt action is taken

FWCS is an award-winning district and offers numerous programs and resources for its teachers and students as well as competitive salary and benefits package.

Teacher Mentoring Program

Fort Wayne Community Schools has an Academy for Effective Instruction for teachers new to the district. Within the building, all teachers receive personalized, intensive professional learning from district and building instructional coaches. To support job embedded professional learning, district coaches collaborate with classroom teachers through modeling and coaching. In addition, all teachers attend district-wide professional learning, when appropriate. Washington Elementary School has one or more building instructional coaches (if applicable) who build mentoring relationships in order to provide personalized, job-embedded professional learning. In addition, the administrator facilitates the improvement of instruction through a four-step support process. This process includes observations, initial feedback observations, focused feedback observations, and a formal evaluation. Professional learning needs for individual teachers are determined through this support process.

Responsibilities of School, LEA and SEA

The responsibilities of the school include, but are not limited to, completion of the following activities for staff development and methods to ensure compliance with participation and student achievement requirements:

- Maintaining an assessment checklist of responsibilities and compliance for all staff administering ILEARN;
- Annually reviewing, prior to ILEARN testing window, all participation and accommodation requirements;
- Providing ongoing opportunities for professional learning focused on the implementation of the school wide/school improvement plan;
- Providing ongoing professional learning in meeting the instructional needs of diverse learners (special education and economically disadvantaged) in both Reading and Mathematics as identified through AYP analysis;
- Completing ILEARN data analysis after results are returned;
- Requesting technical assistance from the LEA, as needed;
- Using SEA online resources and requesting technical assistance from the SEA; and
- Providing technical assistance and guidance in all phases of planning and implementing the school wide Title I plan.

The responsibilities of the LEA include acting as a liaison between IDOE and Washington Elementary School to support compliance with all requirements, monitor the implementation of the school wide/school improvement plan, and provide technical assistance as requested by the principal or other designated staff member. The LEA provides support for the plan through district-wide professional learning through school level and district level content-area instructional coaches and curriculum coordinators. A pyramid of interventions is utilized for providing additional support for students, teachers, and administrators.

The responsibilities of the SEA are to provide oversight of all Title I requirements and provide technical assistance to develop a school wide plan and its subsequent implementation. The SEA also has the responsibility to provide up-to-date Title I

information through workshops offered once each semester, various online resources such as the ASAP web site, Title I monitoring documents, access to the Indiana Academic Standards and related instructional resources, online professional learning modules, and provide a liaison to assist with the Title I grant implementation.

Coordination and Integration of Federal, State and Local Funds

Fort Wayne Community Schools has chosen not to combine federal, state, and local funds. FWCS is aware that option is available. Although FWCS chooses not to combine funds, FWCS considers all available monies before making decisions as to how funds will be spent. FWCS does this in order to make the best use of all funds. In addition, great care is taken to ensure that Title I funding is used to supplement, not supplant programs.

The general fund is used to provide materials, supplies, technology, equipment, salaries, benefits, etc. The capital projects fund provides money for transportation, building projects and equipment, etc. Title IIA funds are used to offer professional learning opportunities for all instructional staff in core academic subjects. Title III funds are used to provide schools with English language learner (ELL) students with supplemental materials and supplies and professional learning to meet the unique needs of this student population.

The district also has other federal, state, and local grants that support district initiatives including professional learning, incentive pay and technology support. These funds are distributed at the district level and when possible, distributed directly to the building for classroom support.

Pre-K to K Transition Plan

Students transitioning from Pre-K to Kindergarten and their families are provided with a number of opportunities and services to facilitate the transition period. Fort Wayne Community Schools (FWCS) holds both Pre-K and Kindergarten Orientation in the spring prior to the upcoming school year. During the orientation, parents and incoming students are shown a video that describes an overview of a typical school day. Information about transportation, health services and community resources are shared.

For our Pre-K and kindergarten students, individual conferences with each family are scheduled in the fall so they can visit the classroom and meet the teacher. Home visits will occur for our Pre-K students when possible. Additionally, after home visits occur, the Pre-K families participate in a Parent and Child Discovery Day where both the parents and children experience an abbreviated school day. Children learn where to hang their book bags, what happens at school and where they will go at the end of the day.

FWCS, as well as other organizations such as United Way of Allen County, BrightPoint Head Start, Early Childhood Alliance, Martin Luther King Montessori, and Allen County

Public Library, distributes a family summer activity calendar, composed by Title I Pre-K teachers, which includes activities to help children transition to school.

The Allen County Early Childhood Coalition, Focus on Five, funds a Round Table discussion that provides the opportunity for community Pre-K and FWCS Kindergarten teachers to collaborate and share what happens in their classrooms. United Way has also partnered with FWCS to provide a Kindergarten Countdown Program. This program provides several schools the opportunity to "jumpstart" identified students who did not participate in a Pre-K program prior to their start in Kindergarten. The result is an optimum transition to Kindergarten.

Finally, each Title I Pre-K teacher works with the Kindergarten teacher to plan transition activities that range from the Pre-K children visiting the Kindergarten classroom and shadowing a Kindergarten student to eating a school lunch.

6th Grade Transition Plan

Students transitioning from 5th to 6th grade are visited by the middle school principal and/or guidance counselor to discuss the transition. On Middle School Transition Day, incoming sixth grade students and their parents are also given the opportunity to visit their new school prior to the beginning of the school year to tour the school, learn about school expectations and activities, and to meet their new teachers.

Parental Participation and Community Involvement in Schools

Washington has strong community participation. The Fort Wayne Rotary Club, Emmanuel Lutheran Church, Study Connection, Real Men Read, Project Reads and the Big Brother Big Sister Lunch Buddy Program are all active partners with the school. Washington has a strong PTA that supports teachers, students and families. QIT meetings are open to parent and community member attendance. Families have an opportunity to participate in academic family nights each quarter as well as a school carnival, PTA meetings, School-Wide Celebrations, 5th Grade Recognition, Special Area Concerts and Showcases, and a Back to School Night. This year we have added Health and Wellness themes to several of our parent nights in an effort to address physical and mental health needs in our population as determined by a parent survey our families completed towards the end of last year.

Providing Individual Academic Assessment Results to Parents

Washington Elementary School parents receive assessment results and student achievement information regularly through:

- Report cards which are distributed during parent-teacher conferences and/or mailed and include academic achievement and effort grades as well as standard indicators of achievement;

- NWEA Assessment result reports with performance data provided at least three times per year;
- Relevant standardized Assessment Reports such as ILEARN, WIDA ACCESS for ELLs, and CogAT provided annually; and
- Other classroom assessment reports provided to parents as determined by individual teachers.

Increasing the Amount of Learning Time and Providing Timely Assistance to Struggling Students

- **English Language Learner (ELL) Teachers and Paraprofessionals** – Certified Teachers provide English Language Development (ELD) instruction to identified students. Paraprofessionals provide ELL support to small groups of ELL students or support ELL students during direct instruction in classrooms.
- **K-12 Tier 2 Targeted Instruction Teachers** – All teachers have an HQ Reading Endorsement and/or a general licensure to teach mathematics. All approved Tier 2 instruction options are established on scientifically based research. Students are identified through universal screening assessments and selected for instruction based on the FWCS Student Selection Protocol. Interventionists work collaboratively with regular classroom teachers to provide Tier 1 academic interventions and behavioral interventions to support core instruction in ELA and Mathematics. In addition, they would provide Tier 2 and 3 targeted supports for identified students needing additional supports to be successful academically and behaviorally. Course curriculum is supported with scientifically based research with strong-moderate positive effects.
- **K-12 Tier 3 Personalized Instruction Teachers** – All elementary teachers have general licensure or Special Education licensure. All secondary teachers have ELA, Math or Special Education licensure. All K-12 students receive personalized instruction based on diagnostic assessments and research-based instructional strategies.
- **Highly-qualified Paraprofessionals** – Highly-qualified Paraprofessionals provide additional small group and individual instruction to students in Reading and Math who are under the direct supervision of appropriate, state-licensed classroom teachers.
- **Study Connection** – An after-school tutoring program that utilizes community and business volunteers as tutors to provide support for elementary students who are in need academically.
- **Extended Learning/After-school Tutoring** – An after-school tutoring program may be offered to students to reinforce grade-level standards and to prepare students for success on ISTEP+ and ILEARN
- **Classroom Teachers** – Based on data analysis in both Language Arts and Mathematics, classroom teachers with the assistance of various support staff, provide additional instruction to individual students based on identified needs. Standard indicators are retaught until students reach proficient levels of performance. Extra instructional support and time during small group or one-on-one instruction is given to students who are still performing below expected proficiency levels until students become proficient.
- **RtI Process** – The FWCS Pyramid for Success™ (See Appendix)

Technology as a Learning Tool

We are committed to using current technologies to support the Fort Wayne Community School Corporation's district-wide goal to educate all students to high standards. The goals of our Technology Plan (2015-2018) are:

1. All students will have ubiquitous access to technology for anytime, anywhere learning.
2. Technology in the classroom will be standards-based.
3. Technology will provide personalized instruction that is intuitively responsive, gives immediate feedback, and is engaging.
4. Communication will be timely, pertinent, and personalized.
5. Establish and maintain effective and efficient operations.

To accomplish these goals, FWCS has a 5-year technology plan that results with each student having a device. Lenovo Yoga laptops will be purchased for grades 3-12 students and iPads will be purchased for grades K-2 students.

There are three areas of software we will be concentrating on:

1. Organizational
2. Instructional
3. Computational

Organizational software includes software that teachers will use for classroom management and curriculum delivery. This includes PowerSchool Learning (LMS), Pinnacle Gradebook, MS 365, and MS Office. An assessment system that provides immediate feedback will be selected for the 2018-19 school year.

Instructional software includes various curriculum adoption software (e.g., Big Ideas, GoMath!). Agile Mind and Dreambox have also been selected for mathematics support.

Computational initiatives include the introduction of computer science based on Code.org in grades 3-6 as a part of the Science curriculum.

Safe and Disciplined Learning Environment

Fort Wayne Community Schools is committed to providing a safe and secure learning environment for all students and staff. FWCS issues a *Student and Family Support Guide* that includes student, parent and staff rights and responsibilities to all families before the start of each school year. This document outlines guidelines and procedures to help ensure an appropriate environment for students to have the opportunity to reach their potential. Specific discipline violations, examples of desired behavior and corrective responses are outlined in order to inform parents and students of expectations. In addition, transportation guidelines, extracurricular codes, expulsion procedures and legal violations regarding police assistance are outlined and included. Our safety committee is in place and meets regularly to review and adjust our plan as needed.

In addition to following specific disciplinary guidelines, FWCS also offers a variety of services such as student assistance programs and conflict mediation programs designed to help students be successful. The support and assistance of parents are essential in helping students understand and follow appropriate behavior. FWCS staff members are committed to working cooperatively with parents in a courteous and prompt manner to resolve concerns.

Bullying
Fort Wayne Community Schools defines bullying as overt, repeated acts or gestures, including verbal or written communications transmitted; physical acts committed; or any other behaviors committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student. The case manager or guidance counselor at Washington Elementary School provides character education to all students as a deterrent to bullying and other inappropriate behavior. The character education classes also seek to build internal motivation for good citizenship. Students who break rules are subject to disciplinary consequences by teachers, administrators or other school personnel. There are six levels of consequences for offences. Minimum and maximum levels of disciplinary consequences are progressive in nature and move to a more serious consequence with each violation. In the case of more serious offenses, the consequences may not be progressive in nature but reflect the seriousness of the situation.

Attendance Rate

There is a strong relationship between student attendance and student academic achievement. Consequently, it is critical that student attendance rate is high. A primary goal regarding attendance is to ensure the reduction of chronic absenteeism. Currently, Washington Elementary School has a model attendance rate of 58%. The school will closely monitor both individual and aggregate attendance. Collection of student attendance rates, analysis of that data, and adjustments to the school improvement plan to address that data is an integral part of the school's school improvement process. Additionally, the school will report attendance rate improvement progress on a quarterly basis to the superintendent via the school's Balanced Scorecard.

Core 40 and Honors Diplomas

All middle and high school students are encouraged to take courses leading to an Academic Honors, Technical Honors, or Core 40 Diploma. Counselors, teachers, and administrators provide course planning information during middle school and early high school years, and then monitor student completion of a designated course of study to encourage the more challenging diploma options. High School Courses offered at the middle school level allow students to earn high school credit toward earning their diploma of choice.

Graduation

Course and learning progressions in PreK-12, provide diverse academic expectations/requirements that lead to graduation and allow for all students to graduate from FWCS ready for college and careers. To that end, all courses that do not lead to additional study or direct use in the workplace have been eliminated. The district has a District Master Course file of secondary courses in which most courses listed qualify as Academic Honors and Core 40 Diploma courses.

Cultural Competency

Fort Wayne Community Schools supports high achievement for all students through culturally responsive processes and cross-cultural practices. All stakeholders receive equitable services that meet individual and group needs, in school and classroom environments that recognize the uniqueness of each culture. Data is disaggregated in order to plan, adjust, and monitor instruction for each unique population. Professional learning is embedded within the learning community to equip FWCS staff with the resources necessary to be able to implement best practices with precision. Washington Elementary School seeks to broaden the staff's cultural responsiveness through purposeful job embedded professional learning opportunities.

In addition, Washington Elementary School provides interpreters of several languages to parents and other stakeholders who are non-English speaking. Documents published by the school and district are translated in languages specific to the needs of the audience. FWCS offers a strong home-based and school-based support system for all ELL families.

Additions to School Improvement Plans Demonstrating College and Career Preparation

- **Grades 1-5 (Junior Achievement) ("Career awareness models to introduce students to work values and basic employment concepts.")**
    - In order to prepare students for future career choices, FWCS partners with Junior Achievement to provide career-focused curriculum, basic employment concepts, and awareness of how careers help our families, community, and national economy.

Benchmarks for Improvement

Washington Elementary School and the FWCS district support staff have established clear goals and targets for the coming year. The plan is based on a comprehensive needs assessment that includes data analysis and identifying areas of concern based on that analysis. The evidence of this can be seen in the action plan. A quarterly review of the action plan based on the data analysis will occur four times during the school year. Benchmarks/targets have been established for each school goal. The Balanced Scorecard clearly defines trend data and targets for future improvement.

Measure	Baseline	Benchmarks
ISTEP+/ILEARN	___ (grades 3-8, grade 10) 39.9%	42%
IREAD-3	___ (grade 3) 80.6%	83%
DIBELS Next	___ (grades K-5) EOY ____	
Attendance	___(19-20 EOY)___58%	59%
Non-waiver Graduation Rate	___(Spring 2019)___	

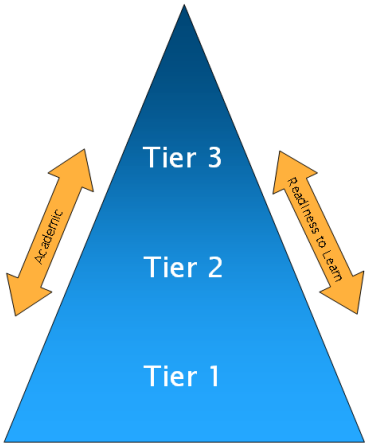
Statutes and Rules to be Waived

Washington Elementary School is not seeking any waivers for the 2020-21 school year.

Pyramid for Success™ Three Tier Model

Introduction

The FWCS Pyramid for Success™ model details a systematic way of organizing and delivering appropriate responses to all students for their Academic and Readiness to Learn social, emotional, and behavioral needs. The Pyramid for Success™ encompasses the FWCS version of the RtI process. RtI reflects both Response to Intervention and Response to Instruction. Together they address a variety of needs from pre-referral for special education evaluation activities to personalized plans that stretch high ability students to achieve above grade level.



The Pyramid for Success™ is a district-wide system of progressive responses that provides value added support for all students for their Academic and Readiness to Learn needs. The Pyramid provides a framework for delivery of services that ensures all students can achieve at high levels and maximize their potential. Services include evidence based core practices, targeted instruction and targeted interventions, and intensive personalized plans for students with the greatest needs. Movement through the Pyramid is fluid, flexible, and data driven.

Tier I: Foundation for All Students

Tier I is the foundation for addressing the Academic and Readiness to Learn needs of all students. This foundation includes core academic standards, and grade level appropriate social, emotional, and behavioral expectations for all. Scientifically based practices support students' successes. Screening, progress monitoring, and pre-post assessments guide data-based decision making. Differentiated challenges and supports allow at least 80-90% of all students to be successful and to maximize their potential.

Tier 2: Targeted Responses

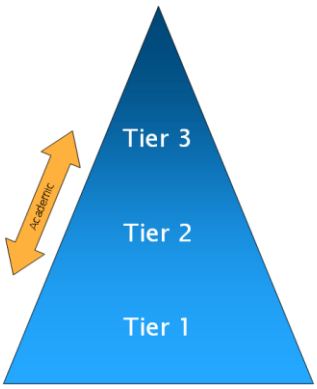
Tier 2 provides targeted, data-based responses in addition to the Tier I foundation for all students. Five to ten percent of students may need focused supports in order to be successful and maximize their potential. Progress monitoring assessments and processes document student progress and guide decision-making.

Tier 3: Intensive Personalized Responses

Tier 3 is designed to address specific individual needs. For students who struggle the most, this requires precise, intensive and personalized plans. For students with high abilities, this might include individualized challenges. About 1-5% of students will require Tier 3 responses that go beyond the differentiated practices and targeted responses of Tiers 1 and 2 in order to be successful. Tier 3 may include an alternative to the Tier 1 foundation for parts or all of the school day.

High Ability Academic Emphasis

The High Ability pathway through the Pyramid includes scientifically based instruction with differentiated enhancements. Students who have the ability to perform above grade level are given opportunities to maximize growth. Students' responses to instruction are monitored and a problem solving process is used when students need more challenge. Screening assessments are used at grades K, 2, 5, and 8 to identify students who have the potential ability to perform above grade level; however, students may be identified as high ability at any grade. Instructional decisions are data driven and movement through the Pyramid is designed to be fluid and flexible.



	Tier 1	Tier 2	Tier 3
Population Served	All students 80-90% should be successful in Tier 1 with differentiation	5-10% of students who need more challenge along with Tier 1	1-5% of students who need more than Tier 1 & Tier 2 Instruction
Content	Research based core instruction differentiated with enhancements	Targeted instructional opportunities occur along with the core to support student growth above grade level	Intensive, personalized instruction that may include an alternate replacement core for parts or all of the school day
Assessments	Formative, Interim and Summative assessments	Formative, Interim and Summative assessments	Formative, Interim and Summative assessments
Group Size	Per general education class size or small group or individual	Group size varies according to the targeted instructional opportunity	Small group or individual services
Time Parameters	Daily per general education schedule	Daily per general education schedule per the opportunity	Per personalized plan

FWCS High Ability Service Model

Fort Wayne Community Schools is committed to meeting the need for a comprehensive and continuous Levels of Service (LoS) program for High Ability students. The program is included within the FWCS Pyramid for Success™ three tier model. High ability students are served in all three tiers. Students identified as high ability must receive services through one of the following: differentiated instruction, honors classes, Advanced Placement classes, dual credit classes, or International Baccalaureate classes.

LEVEL I Services for ALL STUDENTS occurring in Tier 1 (80-90%)
Differentiated Core Instruction with Enhancements

- The classroom teacher has primary responsibility for providing differentiated instruction.
- All students are provided with appropriate and challenging content and processes both in the classroom and/or through learning opportunities outside the classroom.
- Content is delivered to more than one student at a time in small group or whole group settings.
- Instructional enhancements or activities are offered by invitation or on a voluntary basis, are of short-term duration, and may vary over time based on changing content and student needs.
- Content or activities are designed to deepen understanding and emphasize discovery and capacity building.
- Differentiated classroom instruction may include: an emphasis on creative and critical thinking skills and tools, adjustments for individual learning styles, extended group projects, flexible grouping, small groups for reading, or mini-courses.
- Services provided outside the core school schedule may include: creative programs or contests, science/interest fairs, special interest or hobby groups/clubs, field trips, guest speakers, or specialty related arts classes.

LEVEL II Services for SOME STUDENTS occurring in Tier 2 (10-15%)
Differentiated Targeted Instruction

- Services are based on supports and strategies developed by the Student Support Team.
- Targeted Instruction is based on data and is offered in addition to Core Instruction.

- Targeted Instruction is based on student strengths and interests, formative, interim, and or summative assessments.
- Content may be delivered to more than one student at a time.
- In addition to Level I services, students may participate in, curriculum compacting, advanced school or community programs, or competition groups.

LEVEL III Services for a FEW STUDENTS occurring in Tier 3 (less than 5%)
Intensive Personalized Instruction

- Services are based on a program service plan developed by the Student Support Team
- The Program Service plan details responses to the student's need for personalized instruction.
- In-depth studies may be used to provide high levels of challenge.
- Grade Level acceleration may include early admission to kindergarten, movement to higher grade levels for specific instruction, grade advancement, or early graduation.

Multifaceted Student Assessment Plan (Identification Process)
K, 2, 5, 8 grades (8th grade is for students who are new to FWCS since their 6th grade year);
High School (referred on a case by case basis).

English/Language Arts

Pathway 1: CogAT Standard Age Score Verbal Percentile of 89th or higher
Pathway 2: CogAT Standard Age Score Verbal Percentile of 80th-88th **and** score on the SIGS (Scales for Identifying Gifted Students) Teacher Form on ELA scale of 96th percentile or higher (general norms).
Pathway 3: All information from Pathway 2 and a norm-referenced achievement test score of 92nd percentile or higher.

Math

Pathway 1: CogAT Standard Age Score Quantitative Percentile of 89th or higher
Pathway 2: CogAT Standard Age Score Quantitative/Nonverbal partial composite Percentile of 89th or higher.
- Pathway 3: CogAT Standard Age Score Quantitative or Quantitative/Nonverbal Percentile of 80th-88th **and** score on the SIGS Teacher Form on Math scale of 96th percentile or higher (general norms).

Pathway 4: All information from Pathway 3 and a norm-referenced achievement test score of 92nd percentile or higher.

Special Populations:
Students with IEPs:
Accommodations will be made for students in accordance with the language written in their IEPs. Please note that accommodations noted in a student's IEP should be used only if doing so will not alter the nature of the ability the test is intended to measure. Examples of common accommodations for CogAT include, but are not limited to:

- Repeated directions
- Separate location
- Large-print edition
- Assistance with the answer document

Students with ILPs:
Accommodations will be made for students in accordance with the language written in their ILPs. Please note that accommodations noted in a student's ILP should be used only if doing so will not alter the nature of the ability the test is intended to measure. Examples of common accommodations for CogAT include, but are not limited to:

- Small group/Individual administration
- Repeated directions
- Test administered by ELL Teacher or individual providing language services
- Directions administered in a language other than English

Resources for Instruction for High Ability Students

Available on the FWCS Intranet are documents that can be used to support teacher instructional decision-making when working with students who are identified as high ability and/or who are achieving above grade level. The information in these documents can be used in both Tier 1 and Tier 2 instruction, depending on student need. Options provided on the documents may require more intensity or focus at different times and in different content areas. The use of the options should be deliberate and precise based on student's data and will, most often, need to be differentiated based on the student's readiness level or processing strategies. Responses to student need should meet a "could/would/should test." Teachers should ask: Could all students do this? Would all students do this? Should all students do this? If the response to any of those questions is "yes," then the option is not differentiated for high ability students.

- *Tier 1 Core Instruction: Differentiated* contains general information about differentiation strategies and will support the establishment of classroom practices that will lead to ease with differentiation.
- *Tier 1 High Ability Support Options* contains a chart that teachers can use for planning purposes and to document what is working or needs to be changed.

The documents are found on the FWCS Intranet page – Departments → (Under Curriculum) Advanced Courses/High Ability:
https://home.fwcs.k12.in.us/academic_services/high_ability.php

Comprehensive Needs Assessment

The Comprehensive Needs Analysis a yearlong process. Principals and QIT members are regularly looking at timely data and having dialogue to better align strategies with the FWCS SIP template that now reflects our efforts to improve literacy and disproportionality. The data being collected will focus on strategies to support specific subgroups that are measurable. Along with looking at student data, all schools will have a professional learning plan that joins the needs of the improvement on student data as well as the needs of individual teachers. Schools will also evaluate the adult learning and work to support teachers in professional growth. As schools work through the 8 Turnaround principles, they will concentrate on parent engagement, data analysis, instruction, and school climate as areas of improvement.

Key Areas of Focus for Improvement (Narrative)

A rigorous school improvement plan includes information surrounding improvement that is needed immediately.

Leadership: How will the leadership be cultivated in order to achieve the goals in the school improvement plan?	Leadership is cultivated in the FWCS PPLC that meets monthly, as well as the monthly District Wide Leadership sessions. Leadership is cultivated as the Principal works with her director, as well as district curriculum and behavioral support resources on improving knowledge and practices. The Leadership Team that is comprised of the Principal and QIT team work closely together, following the Teaching and Learning Cycle, to provide direction and PL to the whole staff to meet the goals of the school improvement plan.
Effective Instruction: How will instruction be fostered in order to achieve the goals in the school improvement plan?	Whole school level, grade level, and differentiated PL are provided to improve instruction around curriculum goals. The district instructional coach supports the principal by meeting with and supporting teachers in the classroom. The Teaching and Learning Cycle is used to provide accountability to the goals laid out in the school improvement plan.
Student Supports: How is the whole student supported in order to achieve the goals in the school improvement plan?	IEP, ILP students are supported through resource teachers that work closely with classroom teachers. An interventionist works with the classroom teacher to support curriculum work in reading and math within the classroom. Principal, Administrative assistant, and Case Manager work with students to

	meet their needs on the Readiness to Learn side of the Pyramid. Several after-school tutoring opportunities are available to students who need additional support in reading and math.

Part IV

Appendices

- Beliefs, Assumptions, Systems
- District Resources

Appendices

FWCS Beliefs, Assumptions, Systems

1. Mission, Vision, Core Values
2. District Goals
3. FWCS Systems for Action
4. Moral Purpose / Triple P
5. FWCS Pyramid for Success
6. Vision for Learning / 21st Century Student Skills
7. Curriculum, Instruction, Assessment Matrix
8. FWCS Leadership Framework
9. FWCS Professional Learning Framework
10. FWCS Professional Learning System
11. Standards for Professional Learning
12. Cycle of Continuous Improvement for Educator Practices
13. Change Theory (Arrow)
14. Ron Edmond's quote

1. Mission, Vision, Core Values

Mission

Fort Wayne Community Schools ***educates all students to high standards*** enabling them to become productive, responsible citizens.

Vision

Fort Wayne Community Schools will be the ***school system of choice*** and a source of community pride.

Core Values

We value:

- student achievement as the heart of our work.
- equity in educational opportunities.
- the diversity and uniqueness of our District and community.
- the accountability of the school board, the administration, employees and teaching professionals.
- open and honest communication with our community, parents, and students.
- partnerships with business, governmental, and community agencies.
- our community's support, sacrifice, and contributions.
- the ability to change and meet all challenges.
- facilities that are clean, safe, and well-maintained.

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2. District Goals

District Goals

- **Achieve and Maintain Academic Excellence**

  Eliminate the achievement gap among all groups of students by maximizing the achievement of all.

- **Engage Parents and the Community**

  Engage all segments of the community to support the education of young people.

- **Operate Effectively with Integrity and Fiscal Responsibility**

  Demonstrate effective and efficient use of taxpayer dollars by using best management practices and systematic long range planning.

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3. FWCS Systems for Action

SYSTEMS FOR ACTION

BOARD

GUIDING PRINCIPLES

Mission - Fort Wayne Community Schools *educates all students to high standards* enabling them to become productive, responsible citizens.

Vision – Fort Wayne Community Schools will be the *school system of choice* and a source of community pride.

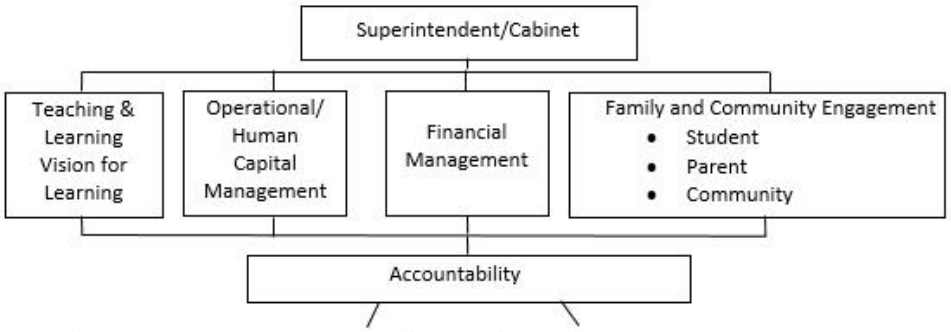
Core Values – We value:

- student achievement as the heart of our work.
- equity in educational opportunities.
- the diversity and uniqueness of our District and community.
- the accountability of the school board, the administration, employees and teaching professionals.
- open and honest communication with our community, parents, and students.
- partnerships with business, governmental, and community agencies.
- our community's support, sacrifice, and contributions.
- the ability to change and meet all challenges.
- facilities that are clean, safe, and well-maintained.

Approved by Board 2007-2008	**Goal I** **Achieve and Maintain Academic Excellence**	**Goal II** **Engage Parents and the Community**	**Goal III** **Operate Effectively with Integrity and Fiscal Responsibility**
Definition of Goal	*Eliminate the achievement gap among all groups of students by maximizing the achievement of all.*	*Engage all segments of the community to support the education of young people.*	*Demonstrate effective and efficient use of taxpayer dollars by using best management practices and systematic long range planning.*
Key Strategic Components	**A.** Rigorous and Relevant Educational Program **B.** Measurable and Continuous Improvement **C.** Effective Instruction **D.** Equity of Access and Opportunity	**A.** Parent and Community Engagement **B.** Public Confidence **C.** Effective Communication **D.** Safe and Supportive Schools	**A.** Financial **B.** Management and Administrative Systems **C.** Facilities
Strategic Focus	**Teaching / Learning**	**Engagement, Involvement and Support**	**Human Capital and Financial Management**
Board Policies	**Board Policies**		

DISTRICT

Support Systems



Schools and Departments

School Improvement Plan / Department Strategic Plan

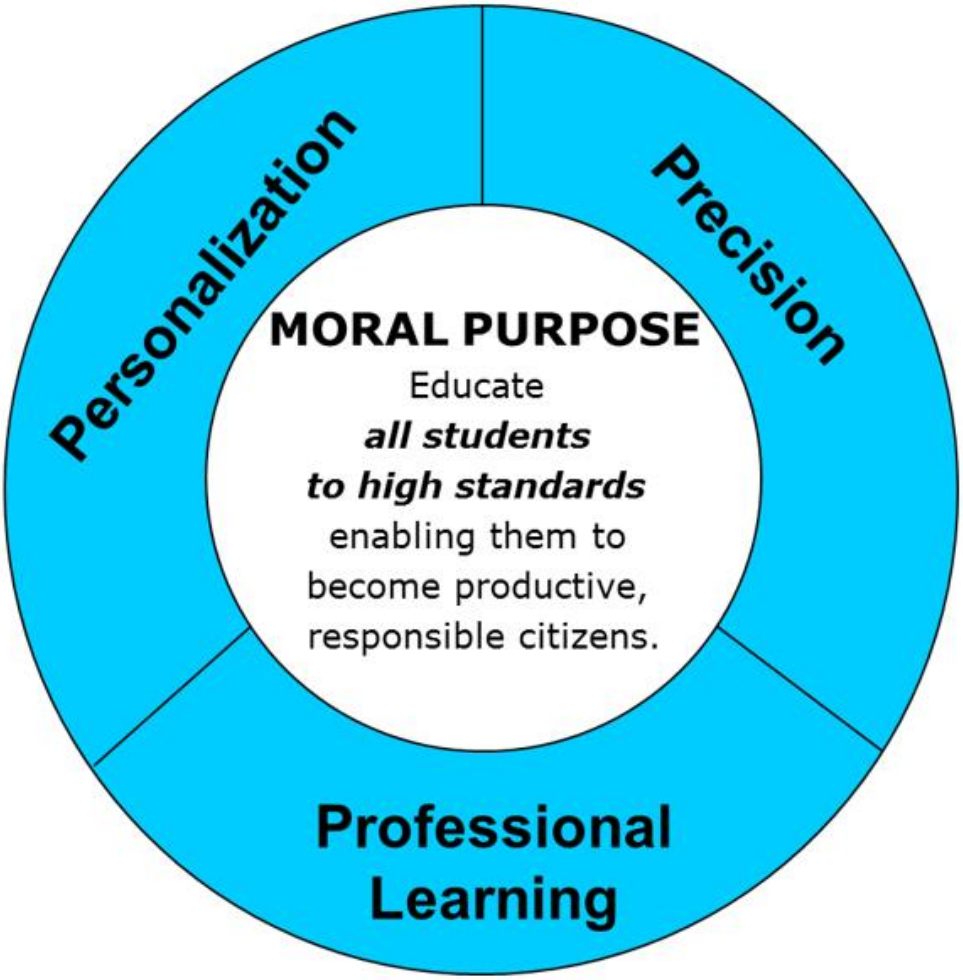
Balanced Scorecard / Dashboard

District Professional Learning Plan

FWCS Professional Learning System

4. Moral Purpose / Triple P

Triple P Core Components



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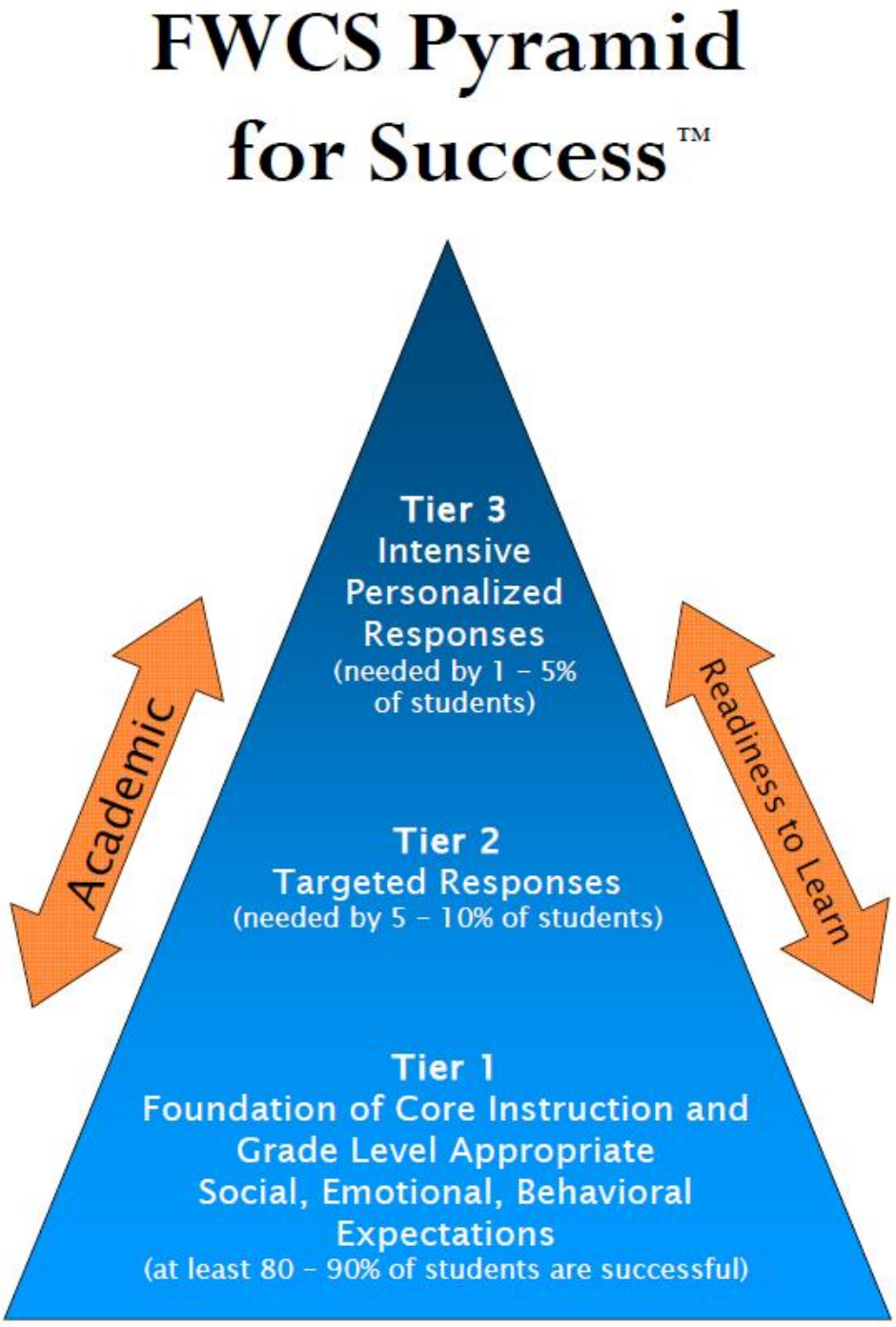
5. Pyramid for Success



The FWCS Pyramid for Success™ is a district-wide system of proactive actions and progressive responses that provide value added support and challenge for all students for their Academic and Readiness to Learn needs.

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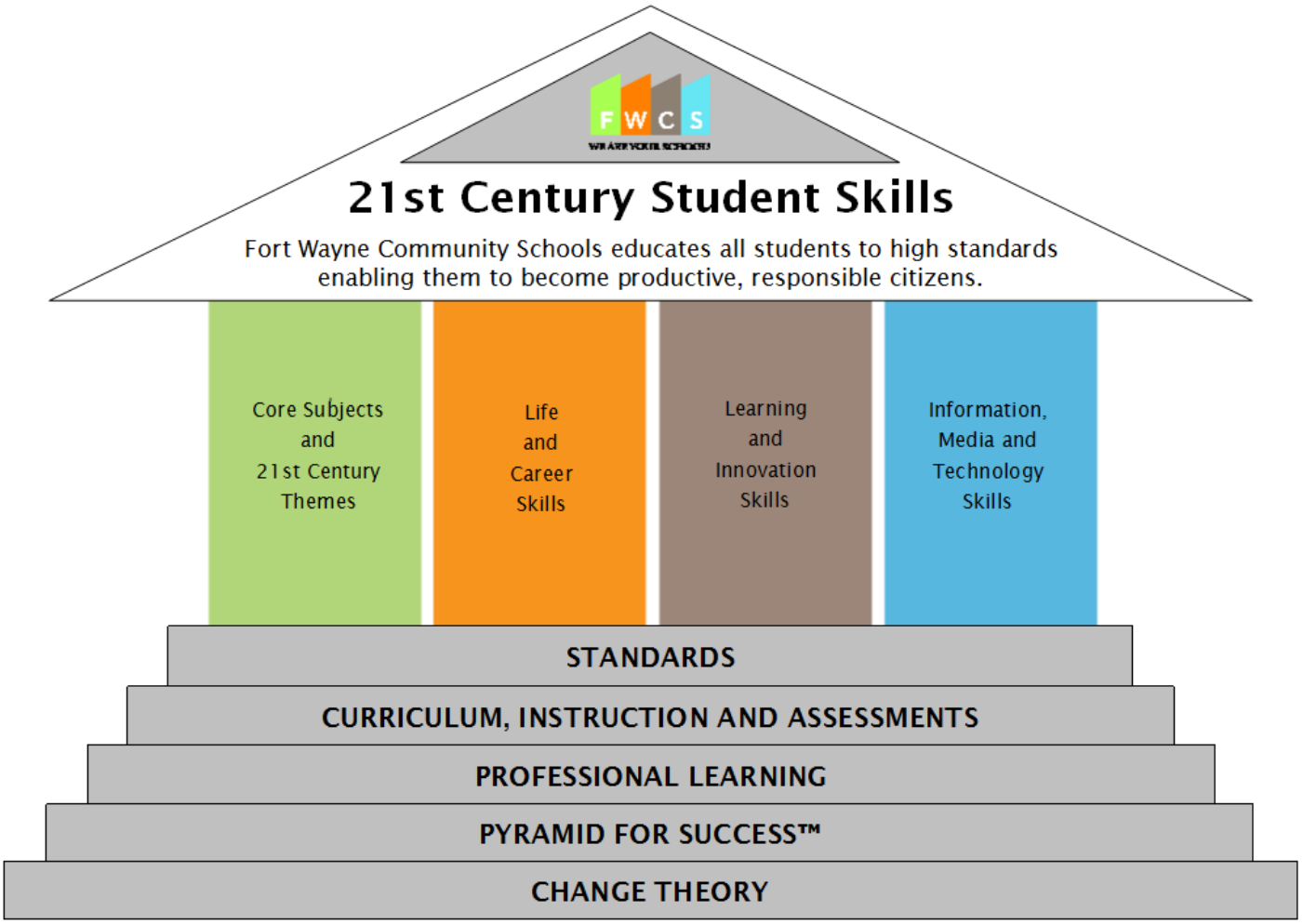
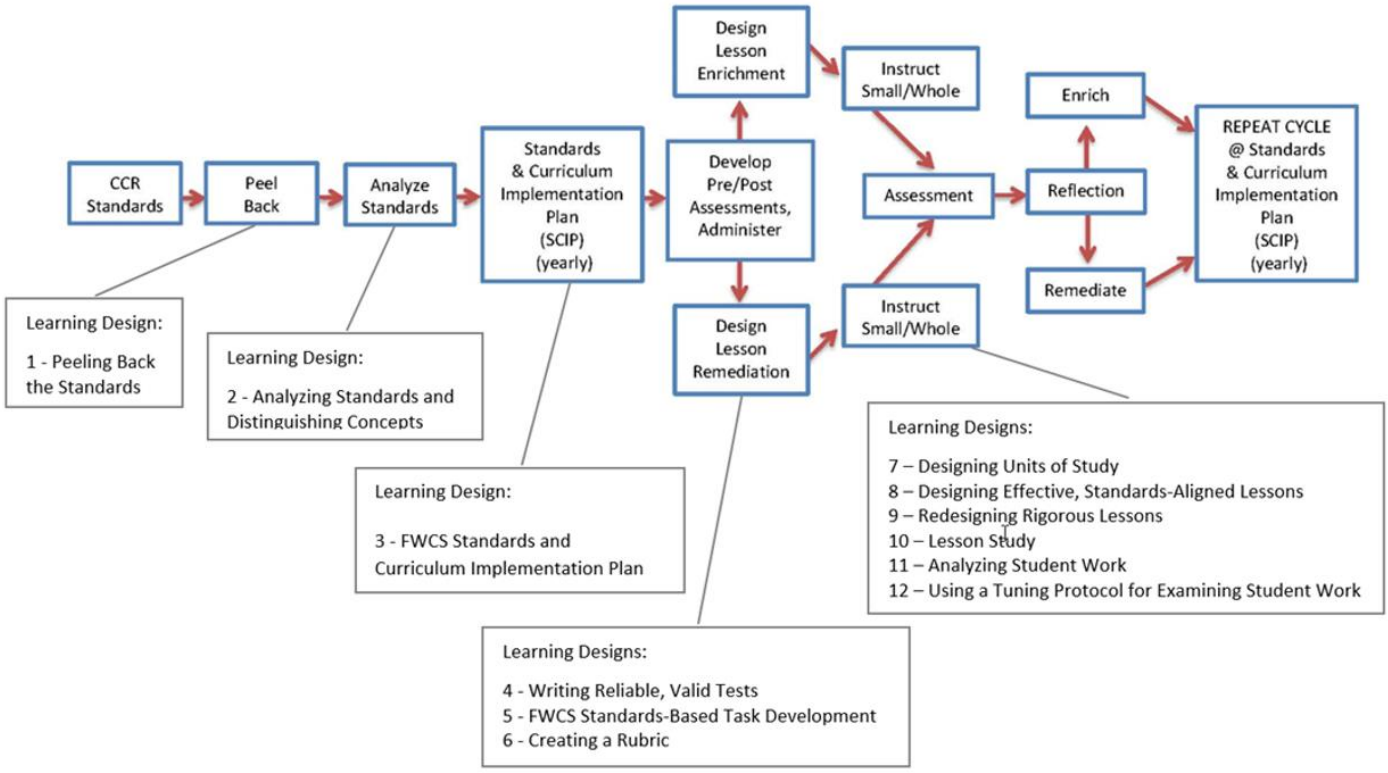
6. Vision for Learning / 21st Century Student Skills



7. Curriculum, Instruction, Assessment Matrix

Curriculum, Instruction and Assessment Matrix



8. FWCS Leadership Framework

FWCS Leadership Framework

Leaders through disciplined thoughts and actions create and sustain the conditions that ensure achievement of our moral purpose by:

- Shaping a shared vision and commitment to action for academic and social success for all students;
- Developing systems that support students and adults;
- Modeling and cultivating courageous leadership;
- Distributing responsibility for people, data and processes that nurtures a culture of continuous improvement and empowerment.

9. Professional Learning Framework

FWCS Professional Learning Framework

A comprehensive, sustained and strategic approach to increase educator effectiveness and results for all students.

Professional Learning fosters collective responsibility for improved student performance and:

- is aligned with rigorous academic standards and district improvement goals;
- is conducted among professional learning communities at all levels throughout the district;
- is ongoing and facilitated by skilled staff utilizing a variety of researched-based learning designs;
- engages established learning communities in a cycle of continuous improvement;
- is monitored and evaluated as to its effectiveness to inform ongoing improvement and results.

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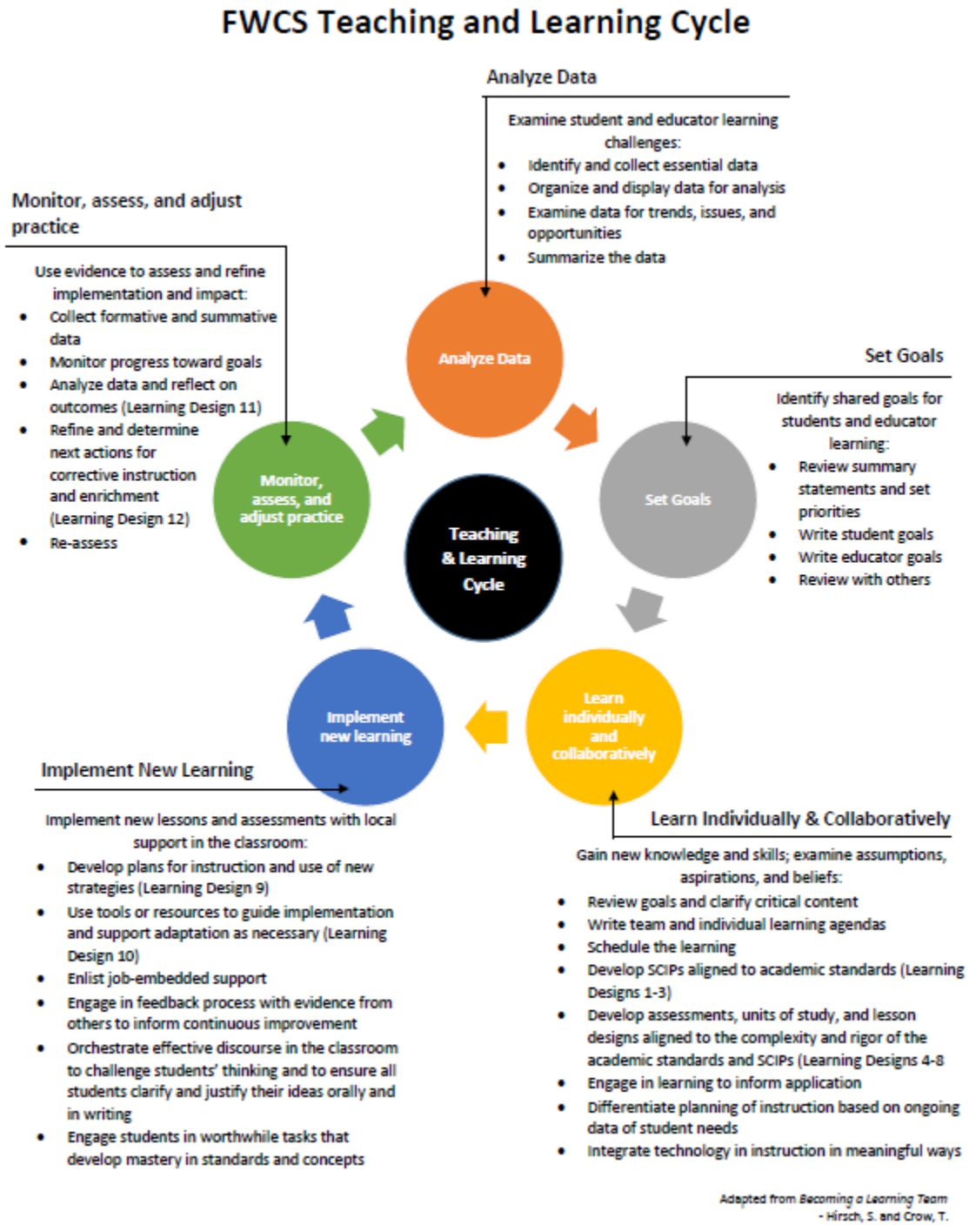
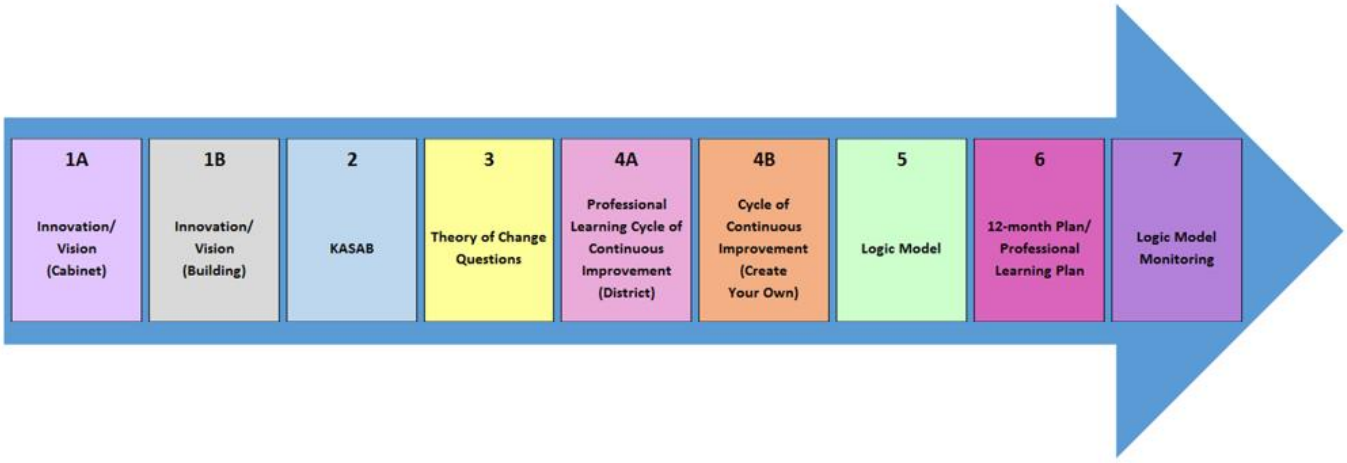
10. Standards for Professional Learning

11. Cycle of Continuous Improvement for Educator Practices



12. Change Theory Arrow



13. Ron Edmonds Quote

"We can, wherever and
whenever we choose,
successfully teach all children
whose schooling
is of interest to us.

We already know more
than we need to do that.

Whether or not we do it
must finally depend on
how we feel about the fact
that we haven't so far."

-Ron Edmonds (1969)

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District Resources

Standards for Professional Learning, Theory of Change Questions, Turnaround Principles

FWCS Learning Designs 4-5-6

All FWCS Learning Designs – Curriculum Department page on FWCS Intranet

Attendance data can be found in Hyperion Workspace under Online Reporting:

- Click Begin
- Select the appropriate school year and School
- Click Process

SIP dashboard data is available under Power BI Reporting:

- SIP Data folder
    - Discipline Disproportionality
    - Literacy Rate
    - ISTEP
    - etc.

K-Geometry Math Scope and Sequences

K-12 ELA Scope & Sequence

K-12 Social Studies Scope & Sequence

Vision for Learning – add Link??

Guidelines for Presenting Climate Survey Results with Staff

FWCS Code of Conduct

Focus and Priority Requirements

ELA High Priority Standards for Grades 3-8

District Resources, continued

Books:

Hirsh, S., Psencik, K., Brown, F. (2014). ***Becoming a Learning System***.

Fullan, M., Hill, P., Crevola, C. (2006). ***Breakthrough***.

Fullan, M., Quinn, J., McEachen, J. (2018). ***Deep Learning: Engage the World Change the World.***

Fullan, M., Quinn, J., McEachen, J., Gardner, M., Drummy, M. (2019). ***Dive into Deep Learning: Tools for Engagement.***

Hirsh, S., Crow, T. (2017). ***Becoming a Learning Team***.

Patterson, K., Grenny, J., McMillan, R., Switzler, A. (2011). ***Crucial Conversations: Tools for Talking When Stakes are High***.

Psencik, K. (2011). ***The Coach's Craft: Powerful Practices to Support School Leaders***.

Psencik, K. (2009). ***Accelerating Student and Staff Learning: Purposeful Curriculum Collaboration.***

Sporleder, J., Forbes, H. (2016). The ***Trauma-Informed School: A Step-by-Step Implementation Guide for Administrators and School Personnel***